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CAMBRIDGE
GRAMMAR SCHOOL
FOR BOYS**

1871 — 1971



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THE
CAMBRIDGE
GRAMMAR SCHOOL
FOR BOYS

1871 — 1971

by

A. B. EVANS, M.A.
Assistant Master

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The drawings are by Mr R. P. Sell.

The photographs of Mr Iliffe, the official party at the opening of the Queen Edith's Way building and the centenary tablet are reproduced by courtesy of the "Cambridge Evening News".

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FOREWORD

Ever since the Central School took its new title of Grammar School for Boys, and moved, in May 1958, into its new home in Queen Edith's Way, my colleagues and I have tried to make our pupils aware that they were the privileged members of an old and honoured foundation.

Now we have completed our first hundred years. I hope that the following brief history of the School will find many readers and that it will, in particular, be read with interest by present members of the School. It should make them realise, more than ever before, the debt we owe to our Founders, and to successive generations of Governors, teachers and boys who have built the school's traditions, and fostered its good name.

E. D. Scarisbrick,
Headmaster

INTRODUCTION

The Cambridge Grammar School for Boys was founded in Paradise Street on January 9th 1871 as the Cambridge Higher Grade School. In 1913 it moved to new buildings in Melbourne Place which it shared with the Higher Grade School for Girls, and then in 1919 it became the Central School for Boys. In 1956 it became a Grammar School and in 1958 it moved to its present buildings in Queen Edith's Way. This short history attempts to explain the reasons for the original foundation and for these subsequent changes while giving some account of the education provided by the School and of the daily life of its staff and boys.

I must acknowledge with gratitude the kindness of the Governors of the Old Church Schools of Cambridge in allowing me to examine their minutes; of the Chief Education Officer of the Cambridgeshire and Isle of Ely County Council and the City Education Officer in granting permission to examine the minutes of their respective committees; and of the Secretary of the University of Cambridge Department of Education in allowing me to consult the records of the Department. In particular I would like to thank Miss L. Eraut, Mr J. C. Langford, Mr R. C. Smee and Mr T. G. Cook respectively for their help with all these documents. To Mr Cook I am also most grateful for reading the manuscript of this history and for his valuable guidance and suggestions. The family of the late Rev E. T. Leeke have also been most helpful and I much appreciate their kindly response to my enquiries. I must record my special thanks to the Old Boys of the School and to their President, Mr D. B. Annely, both as a corporate body in allowing me to consult their records and as individuals for so generously supplying me with information and documents. Finally my thanks are due to the Headmaster for his help and encouragement in writing this history.

A. B. E.

THE FOUNDATION OF THE SCHOOL

CAMBRIDGE IN 1870

Before dealing with the School itself it might be proper to look at the town which it was designed to serve. In 1870 Cambridge was a town of some 29,700 inhabitants. Its built-up area stretched from the beginning of the Huntingdon Road in the North to the Hills Road railway bridge in the south, from Queen's Road in the west to Coldhams Lane in the east. And even within this area there were parts which were not yet built on such as those between Mill Road and Hills Road and between Victoria Road and Chesterton Road. Much of the population lived in the old town centre but the nineteenth century had seen considerable expansion, first into the Newtown area west of Hills Road and then, more remarkably, into the Barnwell area south of Newmarket Road. Cambridge was a university town, a county town, and a market town. Apart from the railway and some cement and brick works the chief employers of labour were the colleges of the University and the service industries associated with them and the market — tailors, booksellers, printers, bootmakers and hatters. The Perse School was the only secondary school and there were eight groups of public elementary schools run by various religious bodies, four small college choir schools and nearly thirty private schools. These schools had accommodation for about 3,600 children by the standards of the time, but this was not enough for all the children of Cambridge, had all the children of Cambridge wished to attend school. Cambridge was not unique in this respect; no other town in England or Wales had enough schools for its children, and this situation the Gladstone government determined to rectify in its Education Act of 1870. This Act was the indirect cause of the foundation of the School.

THE EVENTS

The intention of the 1870 Education Act was to provide elementary school places for all children (though the children were not to be compelled to fill them). The Act stated that the Education Department of the Privy Council was to assess the school accommodation needed in each borough or parish and to issue an order directing that this accommodation be provided. If, after six months, this had not been done in any borough or parish, a School Board was to be set up there which should build the necessary schools and maintain them with money from the rates. In other words, the Churches and other organisations which had provided and run the public elementary schools before 1870 had six months in which to make sure that their schools were big enough to accommodate all the children in their districts if they were to avoid having a School Board.

In Cambridge, most of the Church of England schools were owned and run by the Governors of the Old Church Schools of Cambridge. Like other Church bodies connected with education, the Governors did want to avoid having a School Board imposed on their area if it were possible. There were two main reasons for this. One was religious — at that time nearly everyone thought that religious instruction was an essential part of any education, and members of the Church of England wanted their children (and as many others as possible) taught the doctrines of their Church. A leading article in the Conservative "Cambridge Chronicle" at this time called upon the townspeople to "preserve religious training in the way the child should go" and added "we know that as the twig is bent so is the tree inclined". But the 1870 Act stated that "no catechism or religious formulary which is distinctive of any particular denomination" could be taught in any school maintained by the new school boards. So, in the view of the members of the Church of England, school boards were to be avoided on religious grounds. There were also good financial reasons for resisting the establishment of school boards. Several editorials and reports in the Cambridge papers in 1870 referred to the possibility of a high rate being imposed by a school board — perhaps as much as 2/6 in the pound — and compared it to the small increase in voluntary contributions which would be needed to provide adequate accommodation in Church schools. So religious duty and pecuniary self-interest spurred churchmen on to survey their educational resources and consider ways of bringing them up to the standard likely to be required by the Education Department of the Privy Council.

In Cambridge, on the 28th October 1870, the Governors of the Old Church Schools appointed a committee to "consider the educational needs of the Borough of Cambridge and the best means of supplying them". On the 11th November this Committee reported that, on the basis of 80 cubic feet per child, the suitable school accommodation of Cambridge fell short of what the Education Department would require by 420 places. The Committee proposed to cover this deficiency by enlarging St. Paul's infants' school, building a new mixed school at Newnham, and hiring "for certain hours on weekdays the 'Jesus Lane' Sunday School" in Paradise Street. And it is worth recording here that these and later measures were so successful that Cambridge never did have a School Board and all the public elementary schools were provided by voluntary effort until the Romsey School was built by the Borough Council in 1905.

The proposal to hire the Paradise Street building of the Jesus Lane Sunday School was not a new one. It had been put forward at a meeting of the Governors in 1867 — the year in which the building was erected — to solve the problem of housing the East Road Girls' and Infants' Schools during rebuilding operations. On that occasion the proposal had been rejected because there was no playground and

the space for offices (lavatories) was too small. If these objections were raised again in 1870 the Governors did not consider them strong enough to hold up their plans.

Having recommended the hiring of the Jesus Lane Sunday School building, the Governors' Committee went on to consider the type of school which should occupy it. They were faced with the problem that in order to satisfy the Education Department they would have to provide school accommodation which might well not be filled, as the children could not be compelled to attend. In fact the existing schools in Cambridge were not then filled to capacity. It was obviously desirable to attract children into the new schools to earn government grants and pay their weekly fees which would help cover some of the running costs. It would be even better if it were possible to charge fees higher than the usual 3d or 6d per week paid in the existing schools, so that the new school would not be a burden on the Governors' income. So the Committee's report said, "Your committee have reason to suppose that this deficiency in School attendance is not to be attributed wholly to the negligence of parents. They believe it to be in a great measure due to the carefulness which seeks for the children better associations and less indiscriminate companionship; for they are informed that numerous private adventure schools exist, which are attended by the children of artizans and of the smaller shopkeepers, where the payments range from 6d to 1/- a week. Your committee think, therefore, that there is a want in Cambridge of public elementary Schools of a somewhat higher grade than the present National School, the payment for admission to which should range from 6d to 9d a week. Such Schools should, of course, with the aid of the government grant, be self supporting; and your committee entertain no doubt that in a very short time they would become so. Your committee, therefore, recommend that, if the weekday use of the 'Jesus Lane' Sunday School can be obtained, an upper school for Boys should be opened in that building, at which the payments should be, for children under 10 years of age, 6d a week, for children above 10 years of age, 9d a week".

The Governors accepted these recommendations and appointed another committee to confer with the Committee of the Jesus Lane Sunday School about them. It was agreed that the Governors of the Old Schools might hire the Paradise Street building until the following October for a rent which should only cover the cost of wear and tear, and the available evidence suggests that this generous arrangement became a permanent one. The Committee reported back to the Governors on the 30th November on this and also recommended the appointment of a third Committee, including representatives of the Governors and the Jesus Lane Sunday School, which should set up the school and manage it until a more permanent arrangement was made the following October. They further recommended that the School be called "The Cambridge Higher Grade School (in

connection with the Old Schools of Cambridge)" and should open not later than the 26th March 1871.

The Governors accepted this report and the new Committee obviously got down to work promptly. On the 10th December 1870 they put advertisements in the "Cambridge Independent Press" and "Cambridge Chronicle" asking for donations for the establishment of a "School of a Higher Class of Education than the National Schools". Donors of £1 or more would be entitled to attend a meeting the following October to decide upon the future management of the school. A list of Donations totalling £23 12s 0d was published, many of them coming from the Committee and the Governors. Two weeks later another list of donors was published, showing a total of £66 5s 0d as having been received. The editor of the "Cambridge Independent Press" also wrote this paragraph:

"Cambridge Upper Grade Boys' School

We have great pleasure in informing our readers that the Committee have received sufficient promises of support to warrant them in deciding to open a school on the 9th January. This school will fill a gap between the National and British Schools and the Perse Grammar School and as the fee will be not less than 6d per week, it will be composed of a very respectable class of boys. Mr George Brown has been engaged as master who will it is believed prove himself to be an excellent and successful teacher. After the first year it will no doubt with the aid of the Government grant, be self supporting but expenses must be incurred at the outset; towards which donations (not subscriptions) are asked, a single donation of 5s will entitle the donor to a voice in the management of the school next October. We heartily approve of the scheme and wish it success".

Then on the 9th January 1871 the headmaster, George Brown, made the first entry in the School's Log Book.

"Commenced duties in the Cambridge Higher Grade school — admitted 15 in the morning and 3 in the afternoon — The school was opened by the Rev E. T. Leeke in the morning— Arranged the boys in three standards".

The Governors of the Old Schools and their various committees must be congratulated on the speed with which all these arrangements were carried through. Few schools can have been opened by a public body within two and a half months of the first proposals being made.

THE MEN INVOLVED

The records do not show whether any one person was responsible for the speedy despatch of business but they do give some indication of the men most concerned with the foundation of the School. One was Dr W. M. Campion, Rector of St Botolph's, Fellow and later President of Queens' College, who proposed the motion setting up

the first of the committees mentioned above and who was the chairman of that committee and the second one. But he did not become one of the managers and any work he did seems to have been confined to the general preliminaries. Three Fellows of Trinity College were more closely concerned with the foundation of the School. One, the Hulsean Professor of Divinity, J. B. Lightfoot, was the chairman of the third committee, the one which collected money and started the School. His contribution to the foundation is difficult to assess but he does not seem to have continued on the permanent body of managers set up in October 1871. Nevertheless the school may take some pride in having as its first chairman a man who became a famous Bishop of Durham, noted for his learning, his piety, and the affection he inspired among his younger clergy. The Rev A. E. Humphreys was also a Fellow of Trinity and in 1871 was the Superintendent of the Jesus Lane Sunday School. In this capacity he became a member of the Higher Grade Committee of Managers and its first Treasurer. Later, while he was Vicar of St. Matthews, he was the Secretary (or "Correspondent") to the managers from 1877 to 1886. He also taught Latin in the School in its early years.

The third Fellow of Trinity and the man who apparently did most to start the School was the Rev Edward Tucker Leeke, the Vicar of Christchurch from 1869 to 1877. He was a member of all the committees appointed by the Governors of the Old Schools, one of the two joint secretaries of the third committee, and Secretary of the Managers from 1871 to 1877. He was also closely connected with the Jesus Lane Sunday School, which his father had helped to found. He himself had been the Superintendent from 1865 to 1869 especially charged with arranging the erection of the building in Paradise Street. There is also the possibility that he brought forward the idea of a higher grade school in 1870 and that he had something to do with the appointment of the first headmaster. In all these ways, therefore, he seems to have played a large part in the founding of the School. As we have seen, he opened the School on its first morning and, referring to this when he spoke at the opening of the Melbourne Place buildings in 1913, he said that the Paradise Street premises were intended as temporary ones. He continued his interest in the School after its opening. He was Vicar of the parish in which the School stood and the provisional scheme for the management of the School gave him the task of arranging the religious instruction. In fact he gave some of it himself, taking the older boys for lessons in the liturgy on Monday and Thursday mornings. He was an active and efficient Secretary of the Managers, visiting the School frequently, until he left Cambridge in 1877. He then moved to Lincoln where he became Chancellor of the Diocese and Canon.

At Lincoln Chancellor Leeke was well known for the range of his activities and his great energy and application to business. He was the head of the theological college and was also interested in

many aspects of secular education. He was a member of Lincoln Education Committee from its beginning in 1902 until his death in 1925. He regularly took religious instruction in the Christ's Hospital School and he was a governor of several other schools. He also promoted night schools and recreational facilities in Lincoln. The best example of his physical energy is the story told of his running alongside the carriages which took his theological students out of Lincoln to their college at Riseholme. He became Sub-Dean of Lincoln in 1898 and was active in the affairs of the Cathedral until the day of his death — on which day he attended three religious services. He may not always have been an easy man to get on with but he was a godly man and a charitable man very much concerned with the welfare of others. If the School can be said to have had a founder, it was Edward Tucker Leeke.

THE FIRST HIGHER GRADE?

From 1871 to 1919 the School was called the "Higher Grade School". This name needs some explanation. "Higher Grade" was both the name of many schools at the end of the nineteenth century and an official category recognised by the Education Department. George Martin, in his history of the School in the first number of "The Centralian", wrote that the School was the first Higher Grade school in England. Unhappily he did not quote his authority for that statement (it might have been Canon Leeke, of course), and all that can be said at the moment is that no other school with such a name was receiving a government grant in 1871, and that an Inspector writing about the Higher Grade schools in 1884 said that the Cambridge school managers were "among the first to set an example which has been widely followed elsewhere". There is no evidence of other Higher Grade schools for some years afterwards. The Sheffield Higher Grade School is usually reckoned to be one of the first to be set up by a school board and this was not proposed until 1876, and not then under the name "Higher Grade". So it may be that this School was indeed the first to use the name. Where the name came from, or who thought of it, is not clear. The Taunton Commission on secondary education which reported in 1868 recommended the establishment of three "grades" of secondary school, though it referred to them as "first, second, and third". This use of the word may mean that "grade" was in the minds of those who were thinking about establishing a superior type of elementary school in 1870, but this still does not account for the way in which "Higher Grade" was used so consistently in the documents of the Governors at the time. It seems as though the phrase was already a familiar one, yet there is no record of a previous use of it. Nor is it clear how the name of this School — and of the Girls' Higher Grade School founded in 1873 — came to be used by other schools in other places.

HIGHER GRADE STATUS

What was a Higher Grade School? In 1895 the Bryce Commission on secondary education defined three types of Higher Grade school:

- (i) the "normal", which taught from the fifth standard upwards, including two years after Standard VII (in other words, taking children from about 12 years old to 15 or 16 years old.)
- (ii) a school teaching from the lowest standard upwards and including education for two years after Standard VII.
- (iii) the "pseudo" Higher Grade school which charged a fee (most elementary schools were free in 1895) and "was supposed to be rather more select while in respect of its curriculum it was almost wholly elementary".

It is clear from the documents quoted earlier that the Governors of the Old Schools were, in 1870, concerned to set up a "rather more select" school like the third of these types. In fact the Rev E. T. Leeke told a meeting of his parishioners in December 1870 that the subjects taught "would at first be similar to those taught in the National schools" (the other church elementary schools) and that the managers "would be guided as to the introduction of Latin, French and German by the class of boy who attended and the age to which they stayed". This sort of superior school — sometimes called a "middle class school" — charging higher fees, teaching more subjects and keeping pupils longer than the usual run of elementary schools was not new in 1870. The National Schools at Lancaster and Oswestry were like this before 1870 and so was the Leeds Church Middle Class School. Moreover the idea of such a school had been broached in Cambridge before 1870. The Rev W. J. Beamont, another Fellow of Trinity and well known to the Rev E. J. Leeke, was Secretary to the Governors of the Old Schools from 1867 until he died in 1868. The "Cambridge Chronicle" recorded that at the time of his death he was engaged in efforts to establish "Church Day Schools for the middle classes of boys and girls" in Cambridge. He did not formally propose this to the Governors but Mr Leeke knew of it — it was something else he referred to when talking to his parishioners about the proposed Higher Grade School. It may be then that he took up this idea when the Governors were faced with the need to expand their school accommodation in the autumn of 1870.

The School did, in fact, develop into the Bryce Commission's second type of school. Boys of all ages above six years old were admitted and a good number of them stayed on into the higher classes. 24 boys were entered for examination in Standard VII as soon as examinations in this Standard were instituted in 1883, and by 1886 there was an Ex-VII Standard class for those who had passed all the other standards. This class numbered at least 25 in 1887. Most Higher Grade Schools had a strong science bias in their curriculum, and in this School science (Physiology) was taught from the beginning and senior pupils were later entered for the examinations of the

Science and Art Department in order to earn extra grants. Nevertheless the School did not develop as fully as some other Higher Grade schools, partly because its facilities for the teaching of science were inadequate. It was criticised in this respect by an Inspector in 1895 though the acquisition of the Hope classroom improved matters later. In 1892 the managers were also told there were not enough Ex-VII boys in the School to merit classification as a Higher Grade School "within the meaning of para. 26 of Form 1294", a form which dealt with examinations in Drawing. Then under the 1902 Education Act the status of Higher Grade School was replaced by that of "Higher Elementary School". The qualifications for recognition as a Higher Elementary School were very high, especially in the proportion of staff to boys, and the Board of Education was so reluctant to grant recognition that this School, like many others, failed to gain this recognition. So it was classed as an elementary school although it bore the name Higher Grade until 1919. It also charged fees and taught French, Science and even Latin at times, unlike the usual elementary schools.

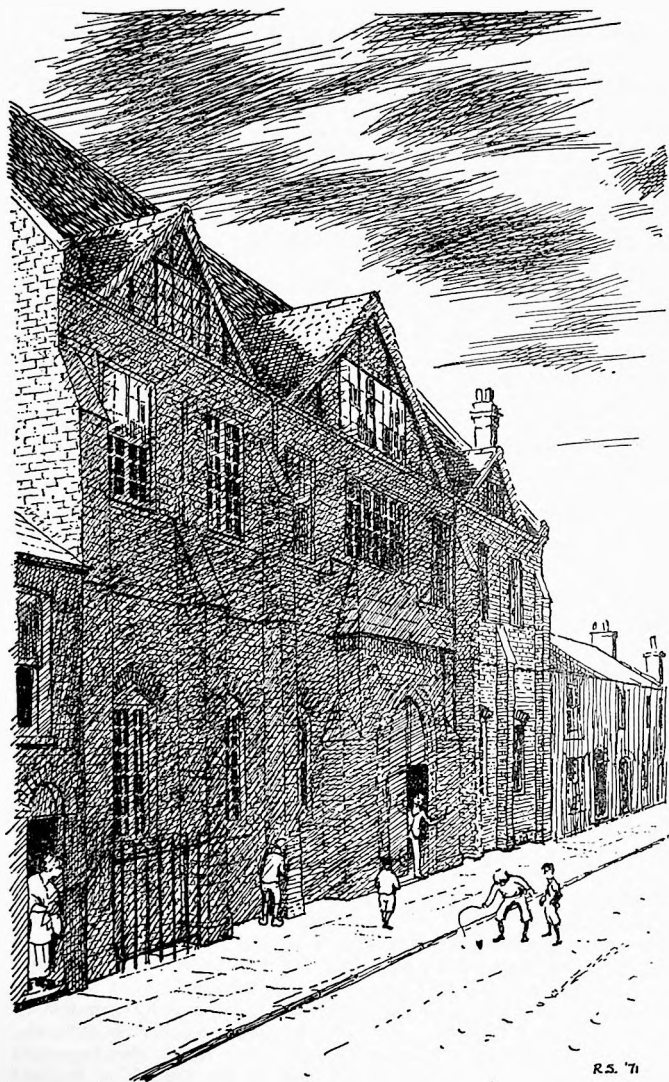
THE HIGHER GRADE SCHOOL IN PARADISE STREET

THE SUBJECTS TAUGHT

To a great extent the subjects that were taught in the School were determined by the need to earn government grants to supplement the fees of 9d a week paid by the boys. Until 1897 the system of "payment by results" was in operation. This meant that the government gave a grant to the school made up of a sum based on the average attendance for the year (4/- per boy) and a further sum of 4/- for each boy who passed examinations in reading, writing and arithmetic. In May of each year an inspector visited the School for two or three days to examine the boys, who were arranged in standards for the purpose — six at first and later seven. In 1867 and 1875 other subjects were added to the three Rs. The School had a choice of these and some could only be taught to Standard IV and above. As an important part of the School's income depended on the result of the annual Inspection and examination, the School concentrated on the subjects which were to be examined.

From the records of the annual Inspections we can see that, apart from the three Rs, singing was taught to the whole school. The Inspector was offered a choice of songs to hear. Some of them we know well today — "The Blue Bells of Scotland", "The Campbells Are Coming", "There's Nae Luck About the House", (the School must have been using a Scottish song book in 1875), "The British Grenadiers" and "Heart (sic) of Oak". In 1885 the last two were linked with "The Defence of Rorke's Drift" in a list with a strong patriotic flavour, perhaps inspired by the death of General Gordon a few months earlier. In 1887 the School took the opportunity to celebrate the Queen's Golden Jubilee by including the Jubilee Song "Awake, O Happy Nation" with the chorus ambitiously in two parts. A separate grant could be earned for Drawing and the whole school was examined in this (not by the Inspector) in freehand, geometrical, perspective and model. The whole school was also taught English and Geography and boys in Standards V, VI, and VII were also taught certain special subjects. At different times these included Physiology, Latin, Physical Geography, Mechanics, Botany, French, Algebra and Shorthand. At no time were the boys examined in more than four of these and the selection of the subjects presumably depended on the Headmaster's preference and the qualifications of his staff. In the 1890s the subjects examined were usually Algebra and Shorthand.

As was noted earlier, the School also earned grants from the Science and Art Department by submitting senior boys for examination in certain science subjects. This arrangement came under the authority of the Cambridge Science Classes Committee which also organised evening classes at Paradise Street and in the Church of England Young Men's Society Rooms in St Edward's Passage. The Headmasters



R.S. '71

Paradise Street

and other masters at the School taught in these evening classes and as many of the documents which survive refer to them, they do not make it clear when these advanced science subjects were taught in the School itself. We know that some individual boys attended the evening classes in the 1870s — one perhaps was W. G. P. Ellis who won a Science Scholarship in 1876, became a pupil teacher at the School in 1877, a full teacher in 1884 and obtained a B.A. in Natural Sciences at Cambridge in 1887. Then by 1879 Mr Hatt was preparing boys in the School for the Science and Art examinations and by 1883, if not earlier, the senior boys were being entered for these examinations in numbers which indicate that the whole class was being taught. Not only that, but in 1885 the new Headmaster, Mr Iliffe, actually had girls from the Eden Street Higher Grade School attending his classes in Physiography once a week — properly chaperoned by one of their own teachers, of course. The Science and Art Department records at School show that in 1886 Standard VI took three sciences — Agriculture, Physiology, and Magnetism and Electricity. Standard VII added Mathematics and Sound, Light and Heat; and the Ex-VII further added Mechanics and Physiography. Mr Iliffe, commenting on some rather indifferent results, wrote that he intended to lighten the burden on the boys in these sciences, and although Hygiene was added to the list, fewer boys were entered later on, presumably mainly from the Ex-VII for whom other grants were not paid under the Standard system.

From 1899 we are fortunate in having the reports of some pupils to show us what subjects were studied in the School. In 1905 a senior boy took Religious Knowledge, Reading, Writing, Arithmetic, Algebra, Geometry, Trigonometry, English (Literature, Composition and Spelling), Geography and Map Drawing, History, Magnetism and Electricity, Botany, Shorthand, Book-keeping, Drawing, and French. "Latin" was also printed on the report forms but only a few boys took it at any time. They usually went to Warkworth House and were taught by some of the staff of the Training College for Schoolmasters there. From 1897 some boys also did Woodwork under a special instructor at the Technical Institute in East Road and later in a room in Mill Road.

Religious Knowledge was, of course, very important. Until 1913 the School was classed as a Church of England school and was examined annually by special diocesan examiners. In 1883 they examined the boys in Holy Scripture and the Catechism (there were a number of "non-catechism" boys, presumably the Catholics and Non-conformists). Standard VII was also examined in the Liturgy and Standard IV in a parable or a miracle, and the Commandments. The Diocesan Inspectors' reports were always very good.

METHODS OF TEACHING

We can also get some inkling of how these subjects were taught. In most schools in the nineteenth century science was taught descriptively. Pupils listened or read, and answered questions, but rarely saw

experiments performed or performed them themselves. This was the case at this School. Until 1897 there was no room equipped as a laboratory, though a botany cabinet and press were bought in 1884. In 1887 a lot of apparatus was bought, including a microscope costing over £9, towards which the boys themselves collected 15/-. There was also a rain gauge, a maximum and minimum thermometer, a barometer, a fulminating plate, a terrestrial globe, a number of test tubes and a quantity of chemicals. It may well be that as much apparatus was bought in other years, but from the records left by Mr Iliffe it looks as though he was making a special effort to improve matters in this year. These and other purchases show that some experiments were carried out, but the teaching space was still inadequate, especially for Chemistry. Then in 1897 the acquisition of the Hope Chapel was arranged — a Calvinistic Baptist chapel across the road from the main building. This was altered and equipped for the teaching of science with a white "blackboard" and a new science demonstration table that was too big to go in at first. At some time it was also given close-fitting blinds and a well-shelved store-room (which some Old Boys remember being used for the administration of the cane). How well this Hope classroom was used for practical science teaching is not clear. Old Boys who were at school at the beginning of this century do not remember that there was very much and one said that the Chemistry and Physics he learnt was very simple. By 1910 there were two classes using it and as it measured only 35 feet by 25 and was furnished with ordinary desks there would not seem to have been much room for a great deal of practical work.

Apparatus was also used in the teaching of other subjects. In 1896 the School bought an incandescent gas lantern with upwards of 300 slides for the teaching of Geography and other subjects. And ten years later the teaching of French was enlivened by the purchase of a phonograph. There was also a School library; Mr Iliffe spent £10 in buying 73 books for it in 1897.

We know a little about the individual lessons which were taught before 1900. In his first months at the School the first Headmaster wrote up the Log Book in great detail and from time to time mentioned the lessons he had taught. He mentions Geography (the capes on the English coast), Fractions, Grammatical Analysis, and Physiology for the upper class — there were three classes at the time. He also taught on "the nature and structure of the human skin" and "our sense of hearing". His reading lessons with the upper class were from newspapers; this was to prepare them for the Standard VI examination. On Saturday mornings there was some relief from the academic grind and the boys had music and drill.

We have further information about individual lessons from the School's connection with the Cambridge Day Training College for Schoolmasters which was established in 1891. The Headmaster, Mr Iliffe, was appointed as the Master of Method, and it was arranged that the School should be used as the practising school for the College.

From 1895 to 1901 a very detailed record of each student's criticism (test) lessons was kept and from this we can discover what sort of lessons were given in the School at this time. Presumably the student would have had some choice in the subject for his criticism lesson but it would have had to be suitable for the standard of the class and fit in more or less with the other work they had done. The students seem to have avoided the seven-year-olds in Standard I but they did give them an object lesson on the cow and one on the pig — the latter without the use of any illustrations. Standard II had object lessons on salt, starch, the sponge, and the fish (illustrated by one dead fish and two chalk drawings). They were also taught about mountains, and capes and promontories. One of their student teachers in 1896 failed to arouse their interest in his lesson on Drawing and lost his temper, which must have been disastrous. Fortunately his other lessons were good enough to give him a pass. Standard III had lessons on table salt, the orange, the cricket bat and the properties of mercury, together with a fair amount of English and Geography. Standard IV's Geography took in other parts of the British Isles (the rivers of Ireland and the Highlands of Scotland) and also Australia. Their Science included the pressures of liquids and making a thermometer. And someone gave them a lesson on the bud of the horsechestnut in November 1901 when it must have been difficult to find the necessary specimens. They also did some History, one lesson in 1901 comparing William I's conquest and settlement of England with the South African War which was then being fought. Perhaps the Student was a Pro-Boer. All of these standards also had lessons in reading, writing, arithmetic and formal grammar. Standard V (about 12 years old) continued the formal grammar and learnt about fractions. Their Geography was concerned with Europe (the plains and rivers of Italy, the Volga.) They had quite a number of Science lessons from the students; the air we breathe, the thermometer, and carbonic acid gas (when all the experiments failed). Standard VI learnt about the Empire and the U.S.A. in Geography, tackled Algebra and Euclid, and had a lesson on the thermometer (obviously a very popular choice of subject with these students). Standard VII did more Euclid, had lessons on stocks and insurance, and in 1898 were said to be eager to study a "piece of school poetry" as the result of one student's very successful introduction to his lesson on "recitation". Only nine lessons were recorded for the Ex-VII, including Euclid, Mechanics (velocity and acceleration) and History from the Middle Ages to the 17th century. One student tried to cover the whole of the English Civil Wars in one lesson, a difficult enough task in any case, but doomed to catastrophe by his ignorance of the main events. This is not to suggest that these lessons were usually poor, for they were subject to very searching criticism and many were obviously good. The ability of many of the students was high, for many went on to make a success of their careers in the teaching profession and others became notable scholars. Mr Iliffe's comments show that apparatus and illustrations were used where possible and that students were taught to avoid the lecture and obtain

the co-operation and response of the boys. Some of the subject matter may seem a little antiquated and the atmosphere in the classroom was more formal than it is today, but the main methods used and the ideas behind them have not altered very much.

Until 1902 then, the School gave a sound elementary education, with as wide a range of subjects as was practicable at the time, and with a bias towards science in the upper classes. After 1902 the scientific element appears to have declined, perhaps because, with the disappearance of the grant system, there was less need to prepare boys for examinations in scientific subjects. In addition the Boys' High School, which was founded in 1900 with the intention of providing a course based on agricultural sciences, was later said to have caused a reduction in science teaching at the Higher Grade School. So by 1913 the new building had ten classrooms but only one science laboratory. A prospectus issued about 1909 said that the objects of the School were:—

"To provide a sound general education and to prepare boys for Commercial and Scientific pursuits and for public Examinations".

Most boys left at the age of 14 or 16 to go to work in Cambridge and that work was not always easy to get. Nevertheless the School had a good reputation and many of its former pupils did well in local businesses. Some boys went on to the Perse School and thence to University, and a few stayed at the School as pupil teachers and went direct to the University from there. One of these, H. E. J. Curzon, started as an infant in the Girls' Higher Grade School in Eden Street, moved to Paradise Street in 1888 at the age of eight and became a pupil teacher in 1896. He then went up to Cambridge as a non-collegiate student in 1900, joined the Day Training College and did his teaching practice on familiar ground at the School, and obtained his B.A. in 1903 as 21st Wrangler. Another, J. H. Widdicombe, entered the School in 1881, became a pupil teacher in 1887, and won a Minor Scholarship to Downing in 1888, where, after obtaining his B.A. in Natural Sciences, he became Dean and later Tutor. The School curriculum seems to have been suitable for the varied needs of its pupils, and their successes in examinations together with the reports of the inspectors show that the teaching was generally sound and at times very good. We must remember too that at Paradise Street some of the classes were large and two of the rooms were shared by two classes.

HEADMASTERS AND STAFF

When the first Headmaster, George Brown, opened the School he was a few days short of his twenty-second birthday. He had just obtained his teacher's certificate — first class — after a two year course at Battersea Training College. Before that he had spent two years as a pupil teacher in Derbyshire. For the first three months he was the only teacher and he took the three classes of the school

(eventually about 60 boys) for every subject, except Latin. Little of his character comes through the formal phraseology of the Log Book, and this is our only source of information about him. In those days, before compulsory schooling, he had to devote much attention to lateness, absence and truancy. He had a badly behaved lot of boys in the School — an inspector remarked on the situation, implying that it was not Mr Brown's fault. So Mr Brown wrote a lot of entries beginning "Cautioned the boys —", about lateness, about neglecting home lessons, about scratching the desks, about pilfering and about playing marbles against the School door. He also "examined" the boys frequently, but this was understandable in a new school. He left after two years and two months having seen the numbers rise to over 150 and started the school off soundly.

Mr Brown's first assistant was a pupil teacher, Fred Gamble, appointed in April 1871. A pupil teacher was a sort of apprentice, paid a small wage — ten pounds a year in quarterly instalments in the 1870's. At this School he usually started at the age of 16 or earlier and served until he was 18 years old. He took lessons, often had entire charge of a class, and was also expected to receive instruction from the teacher in the school. It was hoped that the pupil teacher would go on to a training college at the age of 18, though most of them had to win a scholarship in order to cover their fees. There are frequent references to Fred Gamble in the School's Log Book. He was often cautioned by Mr Brown, sometimes along with the other teachers, for the ill-discipline of his class. Mr Brown could observe this easily because the whole school was taught in one room, and not until October 1872 do we find any reference to the use of a separate room for some of the classes. Fred Gamble was also cautioned, and even severely reprimanded, about his own work, his failure to do his home lessons, and "coming late in the evening" for his own lessons with Mr Brown. On one occasion he neglected his work to attend the evening entertainments at the "Youth's Club" — perhaps the one run in the School building for the former scholars of the Jesus Lane Sunday School. For a time under Mr Brown's successor the pupil teachers met for their lessons at 6.30 in the morning, but Gamble was not present. Perhaps his evening activities with the other youths made it difficult for him to get up in the mornings. Poor Gamble was a constant source of trouble throughout his period as a pupil teacher. The School authorities lost his Memorandum of Agreement, so the Education Department took leave to doubt whether he could be officially recognised as a pupil teacher. However he completed his apprenticeship satisfactorily in April 1875 — though it took until September 1876 to clear up the official confusion. Doubtless the Headmaster and other staff members bade him farewell with some relief. No other pupil teachers caused so many complaints as Gamble. At first the pupil teachers came from other schools but later they were usually pupils of this School itself. Some of the earlier ones started as monitors, being paid 1/- per week and

given instruction out of school hours. In 1872 the pupil teachers and monitors outnumbered the other teachers by four to two and until 1904 the School depended on the pupil teachers to take charge of two or more classes, usually the junior ones. From 1904 the classes were all under adult trained teachers.

The first of these assistant masters, and the only one for eight years, was Percy W. Talbot. He was appointed in August of 1871 at a week's notice. He appears to have studied for his teacher's certificate while he taught because he was not awarded it until 1874. Perhaps it was his lack of a certificate which was the cause of his teaching in the same room as the Headmaster for the first year. In 1873 Mr Hatt divided the School into two parts and put Mr Talbot in charge of the lower division. This developed into a lower school and was housed in King Street from 1877. So Mr Talbot became virtual headmaster of his own school, though in his time the separation between the schools was not complete. Mr Talbot was something of a specialist in Drawing and went back to Paradise Street once or twice a week to take lessons in this subject until he left King Street in 1881. We have one personal glimpse of him as a teacher — his favourite punishment was to chalk the nose of the miscreant.

When Mr Brown left in 1873, Mr William M. Webster took temporary charge of the School. He was Headmaster for only two and a half months, but they were very lively ones. Three boys refused to accept his punishment, one of whom was locked in a classroom all day until five o'clock, sustained only by buns at lunch time. The other two were expelled. There was some trouble with parents too. The father of one of the miscreants arrived at the School to "see what it was all about" and was hurriedly ushered out by Mr Webster, who earlier that morning had been coping with a mother who called to give instructions that her sons should not be caned. Mr Webster appears to have found the maintenance of discipline a burden and there is a note of relief about his last entry in the Log Book recording the end of his engagement.

When Mr Frederick Hatt took over he "found the boys very disorderly, and the pupil teachers' habits do not aid in bringing about a better state of things". He also complained that the boys were very restless, talkative and unpunctual. Nevertheless he noticed an improvement by the end of the week, so perhaps things were not as bad as they first appeared. It is interesting, but perhaps not surprising, to note that the next three Headmasters complained of unpunctuality, poor work, and poor attendance respectively, when they took up their duties. Mr Hatt's entries in the Log Book are chiefly concerned with the state of the registers and the time at which they were marked. His anxiety on this score is understandable when we remember that part of the Government grant depended on the numbers attending, so that claims for this grant would have to be supported by the registers. Mr Hatt started the Science classes in the evening schools and probably in the Higher Grade School itself. He also taught Latin

himself, though not very successfully if we are to believe the examination results. He seized the opportunity of residence in Cambridge to enter the University and took his B.A. in 1877 as a non-collegiate student. He was the first of five successive headmasters who took degrees in this way. His example was followed not only by Headmasters but by many assistant masters, of whom the first was Samuel Blows who took First Class in Mathematics in 1884. The School was to benefit from this situation, attracting men of good academic ability who joined the staff in order to work for a degree at the University. It meant, of course, that few of the assistant masters stayed long at the school. Between 1881 and 1914 forty out of forty-six assistant masters took degrees at Cambridge and left after four years or less. Eight members of staff were also ordained after taking their degrees, and again the first of these was Mr Hatt. He left the School in 1881 to become Headmaster of Moulton Grammar School in Lincolnshire, which post he still held when he died in 1894 at the age of 60. He had seen the numbers at the Cambridge Higher Grade School rise to over 280 and had undoubtedly established a good academic standard.

Mr Charles James Smith, who succeeded Mr Hatt at the age of 27, developed the School still further. As we have seen, the top classes grew — the Standard VII and later the Ex-VII. Boys were now not only prepared for the Science and Art Department examinations, but also for the Cambridge Local Examinations — the forerunner of the School Certificate. Mr Martin related the story that when Mr Smith first took up his duties he used to wear a top hat, but gave up the practice within a week after things had been thrown at it in the street. He was very keen on punctuality and apparently gave a great deal of his time and effort to improve it. He also seems to have started the Annual Prize Distribution and Entertainment — a combination of speech day and school concert — which was one of the great events in the school year until the First World War. Mr. Smith had been trained at St Mark's College, Chelsea, and he was obviously devoted to it. Not only were at least three of the assistant masters appointed during his time also trained there, but the School several times had a holiday on St Mark's day, probably to allow Mr Smith to attend a reunion at the College. It is not therefore surprising that Mr Smith returned to his old College as Vice-Principal in 1885. He was ordained in 1886 and, in 1894, he became the first headmaster of the Latymer Upper School. His twenty-seven years' headship there was a most successful one and when he retired in 1921 the Latymer Upper School was well-known and flourishing.

His successor at Cambridge was also a St Mark's man — Mr John William Iliffe. Mr Iliffe's earlier career marks him as an able man determined to find a position worthy of his talents. After his training he taught at the practising school attached to St Mark's College. He was first appointed to the Cambridge Higher Grade School as the assistant master in charge of the Lower School in King Street and

became the Headmaster there when it was made a separate school. He had entered the University and he took his B.A. in 1884, by which time he had become an assistant master at the Perse School. He left there to become an assistant H.M.I., but quickly gave that up to become Headmaster of this School. We owe to him much of our knowledge of the School's history for in 1887 he had all the records that he could find handsomely bound in two volumes and he also left two folders of other documents covering the years up to 1898. It may be that these records, together with his regular entries in the Log Book, give an unjustified impression of an activity and vigour greater than that of his predecessors, but it is fair to say that during his fourteen years at the School it achieved higher academic standards than at any time before it became a Grammar School in 1956. The development of the School was not only academic, for Mr Iliffe promoted a number of other activities. There were occasional lectures and lantern shows for the boys at the end of afternoon school, and Mr Iliffe took the successful candidates in the Science and Art Examinations — both boys and girls — on boat trips to Bottisham Lock on at least two occasions. Not only did the Annual Prize Distribution and Entertainment so flourish that they had to use the Guildhall in order to accommodate the increased numbers of parents attending, but similar functions were held for the distribution of Science and Art awards, or for no particular reason. So we find that within the space of two months from November 1887 to February 1888 three such entertainments were given by the boys and friends of the School. An Old Boys' Cricket Club was started in 1887 which became very successful and in its turn promoted a number of entertainments. As has already been mentioned, in addition to organising the Science evening classes, Mr Iliffe was also the first Master of Method in the Day Training College started by the University in 1891. He was clearly a man of energy and resource, but in one thing he was unsuccessful — in his efforts to get the School recognised as an Organised Science School and to give it adequate facilities for the teaching of science. An Old Boy who was at the School under him for two and a half years remembers him as a strict but very fair and just man who was resolutely opposed to any form of bullying. In 1899 he moved to Sheffield to become the Principal of the Central Higher School, one of the best known Higher Grade Schools in the country. He retired from this position in 1923 and died in 1935. He was well enough remembered in Cambridge for the Old Boys to erect a tablet to his memory in the Melbourne Place building, and this has since been re-erected in the new building.

Mr James Wallis took over as Headmaster in 1899 with glowing tributes from the Headmaster of his previous school, St Thomas' Charterhouse Church School. This was a school similar to the Cambridge Higher Grade School but with a more extensive curriculum and a large and well organised Science Department which Mr Wallis had built up and run successfully. While he was in Cambridge he took his degree in History, though his interests seem also to have been geo-

graphical — he was an F.R.G.S. and his publications included *Europe in the Making* and *Asia*. He also taught French in the School. One Old Boy wrote in later life that the picture of Mr Wallis stamping up and down the room shouting out the imperfect endings of the French verbs imprinted them indelibly on his memory. This remark might give a false impression of Mr Wallis's character, for he is remembered as quite a genial man and one with a less impressive personality than his predecessor or his successor. This may have been due to his physique for he was a short man, although well built. Many of his pupils retain a clear picture of his pointed reddish beard and his gold-rimmed pince nez. Under him the School grew in numbers and maintained its reputation and academic standards, though the amount of Science teaching was reduced. And with fewer pupil teachers and more boys moving on to the Perse or the County schools there were no boys going direct to the University. Of course, these limitations on the activity of the School were not due to Mr Wallis who had a firm idea of the sort of school he wanted and so preserved its standing and character. He was also appointed to the staff of the Training College for Schoolmasters, though not as the sole Master of Method as Mr Iliffe had been. In June of 1912 he became ill through overwork and died in the September at the age of 50. One of those who saw him cut the first sod for the new building in Melbourne Place noticed that it crumbled as he lifted it out and so thought of it as an omen when Mr Wallis did not live to see the completion of the new school.

We have some Old Boys' recollections of some of the assistant masters before 1914. They are, of course, fragmentary, and the impressions of two different boys often conflict with one another. Perhaps the strongest memories their former pupils have of these men are of their ability to cane and the techniques they used. Few Old Boys remember much about their actual lessons, which is a salutary thought for any teacher. The earliest recollections of one of these masters that we have is of Mr Marley who arrived sporting a moustache and shaved it off soon afterwards. He came from Tyneside and his accent was such that one Old Boy remembers him as an American. He is remembered too as chasing a boy who refused to bend over for the cane round and round the large schoolroom. This event was not unique; another Old Boy remembers a similar chase at Melbourne Place about 1914 when the boy being pursued ran across the backs of the rest of the class. There was Mr Nobbs, with a ginger moustache and spectacles, who struck one of his pupils as a brilliant scholar and who was a stern disciplinarian of whom some boys were afraid. Mr Sewell was an elderly teacher of French who once deluged himself with the water which had accumulated on a swing window, much to the delight of his class. Mr Cooper, big and fierce, who took the whole school for singing on Tuesday afternoons. Mr Parker, tall, spare and a brisk walker, who made you toe a chalk line for the cane and then administered a series of light taps on the same spot which stung worse than any hard stroke. But for all his strictness, he inspired the affection of

many boys and came back to visit the School several times after he had left to become an H.M.I. There was Mr Copplestone, plump, jolly, and rather lenient, though given to outbursts of temper. He ran the scout troop and is remembered by many Old Boys who perhaps had their memories jogged by the news of his murder in Burma in the 1930s while he was serving as an army education officer. Mr Peart was another scoutmaster and is remembered as a likeable man. He took his farewell to the boys in a gently affectionate poem "Atque Vale" in the school magazine. Mr Tudno Williams also made a great impression — an Irishman, fond of boxing and a bit of a lad. Mr Green, too, who could be easily side-tracked by anything to do with natural history and who encouraged the boys to bring in specimens, one of which, a grass snake, caused great excitement in the classroom. These are only a few of the men who taught at the school between 1899 and 1914. We have to remember that they were class teachers, trained to take their classes in all the basic school subjects, though one or two of them did specialise in French or craft or music. They all came to teach in Cambridge in order to work for a degree in their spare time, but the later ones left the School to join the army before they finished their university courses.

THE BOYS

The School admission registers, though in some confusion for the years 1873—1881, tell us a good deal about the boys who went to the School in its early years. In the first year that the School was open more than half the boys who entered it (75 out of 140) lived close to the School in the area bounded by Emmanuel Street, Newmarket Road, East Road and Parkside. This proportion dropped to about a third (37 out of 122) the following year, and by 1877 there were no more from this area than from any other part of the town. The School was always essentially a town school, but it took in a few boys each year from outside the town, though not far outside. In 1871 there were seven boys who lived in New Chesterton and Newnham, and in later years most of those who came from outside the town lived in the villages which are today part of the city. Of those who came from farther afield, the first was a boy who was admitted in 1872 and lived at Grantchester. Then we have one from Ditton in 1874, one from Coton and one from Sawston in 1875 and one from Barrington in 1876. Thereafter there were usually between five and ten boys admitted each year from villages some way from Cambridge, though usually within reasonable travelling distance by rail. After 1895 the number of boys admitted from the country area increased to between 15 and 20, one or two coming from as far as Royston and St Ives. The majority of these country boys were over twelve years old and had passed through standards VI or VII in their village schools. It seems that they wished to continue their education beyond that which could be provided by their local schools and the Cambridge Higher Grade School offered them an opportunity to do this for a reasonable fee. The number of

country boys declined a little to approximately ten entrants per year by 1914, though it is not possible to say whether this was due to the war or to the fact that after 1913 the School was wholly under the control of the Cambridge Borough Council. The number further declined after 1919 but these country boys, who arrived late and left early to catch their trains, had been for long a familiar feature of school life.

Up to 1881 the admission registers show the occupation of the boys' fathers. They were mostly shopkeepers, craftsmen or college servants, though we have one described as a "Gent." and another out of work. Tailors and engine drivers seem to be the most numerous, with quite a number of bootmakers and carpenters. There were surprisingly few described as college servants in view of the University's domination of the local economy, though there were a number described as cooks or butlers who may well have been employed by the colleges. Of those connected with the old-established businesses of Cambridge we can see Whitehead, a fruiterer; Ivett, a paver; Warren, a coal agent; Reynolds, a sugar boiler (presumably for making sweets); Stearn, a photographer of Bridge Street; Stoakley, a book-binder; Tregett, a florist; Page, a baker; Howes, a bicycle maker of Regent Street; Hawkins, a baker, father of George P; and Pye, an instrument maker, father of William George. There were some unusual occupations, too — a champion sculler, living at the Fort St George; a professional cricketer at Fenners; a diamond digger; a cork cutter; and a betting man. After 1881 we have little indication of the fathers' occupations or of the sort of families the boys came from, apart from the occasional statements of the boys themselves. An H.M.I.'s report of 1884 speaks of a "wealthy merchant's children descending at the higher grade school from a carriage and pair and a clergyman's children coming in by rail from the country", but these would seem to be isolated examples. Undoubtedly the higher grade schools were commending themselves, as the Inspector noted, "to a class higher than that for which the system of public education was intended", and in the early years of this century we do come across some boys whose fathers were tradesmen in a good way of business. Nevertheless most boys came from families who, while they took pride in being able to afford school fees for their children, still had to be careful with their money. A number of boys were in college choirs and had their fees paid by the colleges. Trinity, Jesus and Caius colleges were among those who sent boys to the School, and at Mr Wallis' funeral the choir consisted of boys from these choirs and those of Clare, St. Catherine's, Pembroke, Corpus Christi and Queen's Colleges.

To a boy from an elementary school in one of the poorer districts of the town, the boys at the Higher Grade School seemed to be well dressed and well mannered, but other newcomers found their school-mates a rough lot. Some of the latter had come from private schools of which there were obviously a number in Cambridge in the nineteenth century. In 1883 as many as 27 out of 91 entrants were from private

schools but the number declined gradually so that by 1900 only 15 out of 91 had been to private schools and only 12 out of 134 in 1914.

Most of these boys entered the School between the ages of seven and ten. For a time in the 1880s the School acted as an upper school for the King Street School and took from it about a dozen boys a year, mainly into the upper standard. Then the King Street School started to provide instruction in the higher standards and by 1890 only a few boys each year were moving from there to Paradise Street. The School also took a number of boys each year from the Girls' Higher Grade School in Eden Street where there was an infants' department. These boys were aged between seven and nine and most had passed Standard I and a few Standard II. This arrangement started about 1886 and the numbers involved varied widely from year to year, sometimes as low as six, sometimes, as in 1899, 24. After 1900 the process was regularised and all passed Standard I at Eden Street before transferring to Paradise Street in larger groups than the twos and threes which had formerly been usual. The new building in Melbourne Place included a large infants' room on the girls' side and there were three large transfers to the boys' side in 1915, 1916 and 1917 (30, 14 and 27 respectively). But these were the last and presumably the Girls' School gave up its infant pupils even before there was any question of becoming a central school. By this time too, the regular intake of a few boys from the Park Street Higher Grade Girls' and Infants' School had ceased.

It was not the custom for all, or even most, of the boys to enter the School in the lower classes and follow a full course. Throughout the period from 1871 to 1918 boys of all ages from six to fourteen, or even fifteen, were admitted each year. There was little significant change during this period in the proportions of those entering at different ages; about 40% aged seven to nine, about 40% aged ten to twelve, and between 10% and 20% aged 13 and over. Thus the school did not form part of an educational structure based on age or attainment, apart from its use as a place of advanced education for those who had passed through all the standards and could be taught nothing more at the ordinary elementary schools. If there was no uniform or usual age for new entrants, there was no settled standard of ability or attainment for them either. The first reference to this does not occur until 1917 when Mr. Martin asked for permission to test those applying for entry and reject those who "did not reach the normal standard of children of corresponding age".

Nor was there any usual time of the school year for admitting boys. Not until 1890 were more than half the boys admitted at the beginning of a term, though even then there was no one term when more admissions were made than in others. Not until the School moved to Melbourne Place in 1913 were more than 70% of the boys admitted at the beginning of a term. At the same time it became more usual for boys to start in April than at other times. But it

was 1919 before there was one large yearly intake at one time — in September. So teaching a class at the School before 1914 must have been more difficult than today. The age range of boys, though not so much their attainment, would vary considerably. There would be boys who had entered the School in the lowest class, many others who had entered the School since that time, and new boys coming into the class throughout the year. And it is no wonder that many boys who found themselves plunged into the middle of a course in a subject they had never heard of before never did understand the mysteries and intricacies of French and Algebra. For that matter the masters themselves were not as regular in their comings and goings as they are today. It was not unusual for members of staff to leave for another job in the middle of a term, often at a month's notice or less. Granted it was a little more usual for a new master to start at the beginning of a term, but this may have been due to the fact that many of them came straight from training colleges and would have finished their courses at times similar to the ending of school terms.

THE BUILDINGS

The building which the boys and masters used up to 1913 has now been so altered as to be unrecognisable. It was built by the Jesus Lane Sunday School in 1867 on part of "an extensive garden in Paradise Street". It was of dark brick and tile and stood in line with the other houses, almost flush with the pavement. It was two storeys high and sixty feet wide with three gables in its steeply pitched roof. One curious feature of the front was the six heavy buttresses spaced along it, which can still be made out on the present tiled facade. There was also a centre brick porch with an irregular roof-line and a gothic arched doorway containing a pair of heavy doors. There were six tall windows on the ground floor and the high first floor room was lit by a row of seven windows with three more in the gables above. In 1877 the historians of the Jesus Lane Sunday School wrote that "generations of teachers have rejoiced in the large well-lighted room (nearly 60 feet in greatest length and breadth) which holds 250 children easily under control and in the spacious Infant School and four pretty classrooms on the ground floor". Those Old Boys who remember the building before its alteration by the Cambridge Co-operative Society in 1956 may not agree with this lyrical description and may wonder on what grounds the lower classrooms qualified to be called pretty. The room on the first floor was T-shaped in plan. Its main part ran parallel to the street and was 35 feet wide but there was a recess about 25 feet square in the centre of the side away from the street. This recess was partitioned off in 1899 and the main part may also have had a partition across it at one time. One end was used for the younger boys and had a gallery or raised tiers of desks in it. The school used the two front classrooms on the ground floor, the larger of which also had tiers

for the desks. There were two more rooms at the rear of the building, one of which was used by the Headmaster and the Sunday School Superintendent.

In 1877, to celebrate the golden jubilee of the Jesus Lane Sunday School, a special building for its Youth's Club was erected on a site in Grafton Street which backed on to the Paradise Street site. This was a two storey building intended to include two reading rooms, three classrooms and a gymnasium, and it was connected to the back of the Paradise Street building. The Youth's Club had already been renamed the Albert Institute, so this was the name by which the Grafton Street building was known. (It still bears the inscription "Jubilare Deo. J.L.S.S. A.D. 1827 — 1877"). In July 1894, after spending £204 on building work, the School took a new classroom into use. It was on the first floor and opened off the large room recess, so it was in fact part of the Albert Institute building. The second major addition to the School buildings was the Hope Chapel, previously mentioned. It stood across the street from the main building and was bought by trustees for the use of the School in 1897. It was intended for Standards VII and Ex-VII and was equipped to provide better accommodation for their science lessons. In 1903 the front wall and porch were rebuilt and it may have been on this occasion that a large stone was installed above the door bearing the inscription "Higher Grade School Science and Art Classes". Mr Iliffe and Mr Wallis often referred to this building as the "Hope Classroom", but most Old Boys call it "the Ex-VII". In 1904 a plot of land to the south of it was acquired for use as a drill yard and a playground for the younger boys. Since 1903 the School had been using the Albert Institute gymnasium for "physical drill", but this was now given up.

The heating, lighting and ventilation of the School buildings left much to be desired by to-day's standards. There was a warm air heating system in the main buildings with a furnace in the basement, but Mr Iliffe found that this was inadequate, especially when the wind was in the east. So in 1887 a stove was put into the large room recess, in 1897 another was put into the larger of the two ground floor rooms, and yet another into the large upstairs room in 1904. In spite of these additions the heating was still not adequate and in winter the boys who could sit near the stoves were greatly envied. Natural lighting on the first floor was probably quite reasonable with large windows above the roofline of nearby houses, but the ground floor classrooms looking on to a narrow street are remembered as dark. The artificial lighting was by gas — open "fish-tail" jets. Incandescent mantles were not installed until the School returned to Paradise Street at the beginning of the war in 1914. Of this time, too, one of the Old Boys recalls that there were several parts of the floor where the boys were forbidden to walk because of the weakness of the floorboards. Nevertheless the buildings were

good ones by the standards of the time and some of the town worthies asserted that they were quite suitable for continued use by the School when it was proposed to replace them in 1904.

SCHOOL LIFE

While the younger boys used the small playground by the Ex-VII room, the rest of the school played and waited in the street. At times one part or other of it was out of bounds after complaints by the residents. And Mr Wood, who kept a carriage business across the way, used to complain when the boys played on the hansom cabs and four-wheelers parked in the street. The boys flicked cigarette cards and played marbles — three-hole, handy-four, or andy-hole. It was probably this last game which was the reason for Mr Brown's caution about playing marbles against the School door. At playtime the boys were forbidden to leave the street, but it was not unknown for boys to nip round into Adam and Eve Street and up to the corner with Burleigh Street to buy Locust Beans, Tiger Nuts or broken chocolate at Careless' sweet shop. These and other facts about the important incidentals of school life in Paradise Street come chiefly from the personal memories of Old Boys and therefore relate to the last fifteen years in which the School was there.

When the bell rang the boys assembled in the street before marching into the building. The day started at 9 a.m. with prayers in the large upstairs room. The last prayer was in Latin and incomprehensible to most boys who can only remember that it ended with "Dominus nostrum". Morning school ended at noon and most boys went home to dinner. Those who lived too far away bought a cup of milk or some bread and milk from Summerlin's, the bakers, in City Road, or went up to the top floor or roof of Laurie McConnal's for a penny cup of cocoa to go with their sandwiches, and perhaps a Chelsea bun if they could find the extra halfpenny. It was their delight to see how fast they could run back down the stairs, which must have been a fearsome sight for the more timorous customers. Afternoon school was from 2 p.m. to 4.20 and on Tuesday afternoons the whole school assembled for singing practice. On some, if not all, afternoons the school also met for prayers before dismissing, and it was not unknown for one or two individuals to slip out to the lavatories at the back instead and climb over the wall for an early getaway.

In summer time two hokey cokey (ice cream) men were waiting in the street outside for school to end. Both claimed to sell "the only original hokey" and offered a choice of three colours — pink, white, and one "much resembling dirty mud" according to a magazine article of 1912. On the way home those boys who had to go near East Road had to run the risk of an encounter with the boys of the Barnwell Schools there. In winter, snowball fights between representatives of both schools were hard fought and bitter and at other seasons there were battles with sticks and stones, so that in 1896, after a

particularly vicious affray. Mr Iliffe asked the police to put a constable on duty in the area. The Higher Grade boys were recognisable, of course, by their caps, instituted by Mr Smith in 1881 and altered by Mr Iliffe to a dark blue cap bearing the monogram H.G.S. Some boys cycled to and from school, though bicycles were expensive and some boys made their own from parts bought in a scrap yard. One Old Boy recalls the delight of being given a bicycle by his father for getting three "excellents" for general work, home lessons, and conduct, on the weekly report cards used in Mr Wallis' time.

Games seem to have been a feature of school life from the beginning. In May of 1871, Mr Brown "established a cricket club for upper boys by subscription and bought them a bat and wickets". Then the following September he "bought a football and poles for the boys, part of the money being raised by a subscription among themselves and the remainder by subscriptions from friends and teachers". We have very few other references to sports or games in the following years, though it is reasonable to suppose that the School used Parker's Piece then as it did so regularly later. The only Log Book item on school games before 1900 is a newspaper cutting of July 1895 reporting a record for fast scoring — 204 runs in 100 minutes — by a fifteen year old Higher Grade boy in a match against the New Chesterton Juniors. By 1902 cricket was played as part of "physical exercise" in school time and it seems probable that football was as well. In 1906 we find that Mr Coxon took twenty of the boys to the river to practice swimming, but he left in 1907 and we find no more references to swimming except for medals which were presented for it at the Prize Givings. Then some school magazines of 1911 and 1912 give us more details of games. School football and cricket leagues were started in Cambridge in 1909 and the Higher Grade School league teams (under fifteen years old) won the cricket shield for the first three years in succession and the football shield in the third year after being runners-up for the two previous years. The football 1st XI played Trumpington and St. Benets and the cricket 1st XI played St Benets, Histon, and the New Street Bible Class. There were also football matches against Royston Higher Elementary School, Needham's School, Ely, and the Friends' School. Saffron Walden, when the railway journeys were enjoyed as much as the matches themselves. So was the presence of girl spectators at the co-educational Friends' School.

In 1871 the School opened on Saturday mornings but closed for a half day on Wednesdays. How long this arrangement lasted we do not know. During the first year the major holidays were at Easter (a week), Midsummer (three weeks in June and July) and Christmas (three weeks). Next year there was a week's Michaelmas holiday and by 1875 the Midsummer holiday had lengthened to four weeks, though Mr Hatt was a little unwise to start the new term on August Bank Holiday. It then became the custom to give a week's holiday at Whitsun, but by 1888 both this and the Michaelmas

holidays had ceased and the summer holiday lengthened to five weeks. From then on the pattern of major holidays resembled today's. There were no half-term holidays though there were always several half holidays given each year. Some were to celebrate academic successes, one was given regularly for some years on the day of the annual Temperance Excursion and others when the Australian Test Team or a circus visited the town. There was a half holiday in 1901 when the Cambridge Volunteers returned from the South African War and in earlier years some half holidays were given just to make the average attendance figure look better. By 1885 it had become the custom to give several half holidays in June and July, probably because many of the boys would have been away on Sunday School treats in any case. The boys took time off for other reasons too — to help their fathers in shops just before Christmas, during May Week, during Midsummer Fair, and to go skating during an exceptional frost in December 1886. The impression we get, especially from the years before 1902, is of a less regular scheme of occasional holidays and of more occasional absences by the boys for reasons which would not be considered adequate excuses today.

Other events in the school year included the school photographs taken in groups or classes from 1886 onwards. Latterly they were posed in the small playground and those which survive show some rather glum little boys in sailor suits or Eton collars, accompanied by an equally glum-looking master. Reference has already been made to the Annual Entertainment and Prize Giving of which several programmes survive. Under Mr Iliffe these consisted of musical items by individual performers or choirs and one or two "recitations", some of which were scenes from Shakespeare. In 1897 the boys and girls joined to provide two cantatas, "The Hours" by J. L. Roeckel and "Christmas Scenes" by F. H. Cowen. The programmes for 1911 and 1912 each included three part songs, a song by the scout troop, a dramatic sketch from Dickens, and a humorous operetta — all by the boys' school. Great preparations were made for these entertainments with the boys rehearsing all the morning of the day in question and having a half holiday in the afternoon. The prizes were usually presented by the Master of one of the Colleges.

Some copies of the School magazine of the same period survive. The School has had at least five series of magazines in its history. In 1893 Mr Iliffe recorded the issue of the first number of the School magazine and eight years later Mr Wallis also recorded the issue of the first number of the School magazine. Three of those which we have for 1911 and 1912 are not numbered, so it is not clear whether they are a continuation of the one Mr Wallis started in 1901 or whether, as seems more probable, they belonged to a new series. They were cyclostyled on quarto paper (one of the parents provided the machine for doing it), the master sheets were entirely hand-written by George Martin, and the contributions were from masters and boys of Standards VII and Ex-VII only. Apart from the records of

games played and of the scout troop's activities, there were short stories, poems and jokes. There were a few cartoons, a good one of Mr. Coplestone in scout uniform which was probably not very kind, and a series of sketches labelled "Eden Street" which were positively ungallant to the girls they portrayed. There was also an early social survey — a map showing where the boys of the School were going to spend their holidays in 1911. Of the 42 places shown, 21 were on the coast and of those inland, 16 were within 50 miles of Cambridge and were not tourist resorts, so we may guess that a number of boys spent their holidays with friends and relations. We find one actual account of a holiday in these magazines — a not very well organised boating holiday. The fact that the author made a pillow out of his jacket and waistcoat tells us something about the dress customs of the time.

THE SCHOOL IN THE LOCAL AND NATIONAL EDUCATION SYSTEM

To complete the picture of the School before the First World War we have to consider its position in the national educational system and the effect on its development of changes in this system. The first managers of the School were the members of the committee set up by the Governors of the Old Schools on 30th November 1870 to start the School and run it until the following October. Then on 24th October 1871 a meeting of all those who had subscribed at least 5/- to the School funds approved a new scheme of management. There were to be three ex-officio managers — the Vicar of Christchurch, the Secretary of the Old Schools and the Superintendent of the Jesus Lane Sunday School. These last two bodies were to have two further representatives each, and the fathers or guardians of boys who had made at least 250 attendances the previous year were to elect four representatives. There was also a provision to guard against too many university men on the committee. The subscribers' meeting also chose four people to serve on the committee in lieu of those to be elected later by the fathers and guardians. None of those chosen were fathers of boys then at the School, and there is no further reference to the operation of this arrangement. The later lists of the committee of managers which we have show that it numbered eleven (later twelve) people who were parochial clergy, university men (often clergy) and prominent townsmen. So if the fathers did elect anyone, it was not one of themselves. While the Governors of the Old Schools dutifully appointed their representatives every year until 1902, occasionally appointed auditors and "examiners", and helped the managers with money for the new classroom in 1894, they exercised no control over them. The School became self-supporting with the aid of the grants from the Education and the Science and Art Departments to which reference has already been made.

The next Act of Parliament which made a difference to the School was Lord Sandon's Act of 1876 which forbade the employment of

children under 10 years old and made it the duty of parents to have their children instructed in the three Rs. After 1876 the average daily attendance at the School, which had been rising steadily each year, increased by 50 to 232. The next Act concerned with the school leaving age, in 1880, appears to have had no such effect. Once the King Street School had separated from the Paradise Street one, the average attendance at the latter levelled off at between 200 and 220 in the 1880s. The fact that the numbers did not continue to rise may have been due to the limited number of desks available. In the 1890s the acquisition of the new classroom and the Hope classroom, together with the raising of the school leaving age to eleven and later twelve, are associated with an increase in the annual number admitted — from about 85 in 1890 to over 100 from 1894. The average attendances also improved, rising from 220 in 1894-5, to 315 in 1902 and 340 in 1907-8, though this improvement was due as much to more regular attendance by the boys as to an increase in total numbers on the roll. The numbers do not seem to have been adversely affected by the decision of the managers to retain the fee of 9d per week when, in consequence of an act of 1890, most elementary education became free.

In 1900 the local Borough and County Councils were considering the establishment of secondary schools for boys and girls, organised on science school lines. It seemed a good idea to start them with the senior pupils, and perhaps the staff, of the Higher Grade Schools, and in fact the girls' school — which is now the Girls' High School — was started by the Headmistress of the Park Street Higher Grade School with some of her senior girls. But the Boys' Higher Grade School fended off the threat to decapitate it, arguing first that the School's role as a practising school for the Day Training College would make for inconvenience, and then that it would be inappropriate to start a school specialising in rural science with boys drawn largely from the town. Though these pleas were successful the School was affected by these events in that it lost its status as the second fee paying boys' school in the town and each year sent some of its abler boys on to the County School.

The Education Act of 1902 made a considerable difference to the School. Henceforth public money for "non-provided" or "church" schools, as this one was classed, was to come from the rates of the local authority. In recognition of this the committee of managers had to be reconstituted to include two representatives of the Cambridge Borough Council. The new arrangement brought some improvements — the substitution of trained adult teachers for pupil teachers, for instance. But the new Act brought disadvantages too. It contained separate codes or sets of rules for elementary and secondary schools and the Higher Grade School had to be operated strictly under the elementary code. Boys over sixteen years old had to be struck off the roll and in 1910 the School was discouraged from entering pupils for the Cambridge Local Examinations. In 1911

an H.M.I. firmly pointed out that the School's functions were to prepare a certain number of boys for transfer to secondary schools at the age of eleven (and not fourteen as had often been the case) and to provide a "sound and somewhat advanced education for a much larger number who stop at school to the age of fifteen or thereabouts". To emphasise his point he told the managers to remove the School's name from the list of secondary schools in a current educational directory.

THE MELBOURNE PLACE BUILDING

At least the new connection with the Borough Council seems to have stirred up action on the provision of a new building. This started with the Borough Hygiene Sub-Committee inspecting the Eden Street building of the Girls' Higher Grade School and finding that both the building and the site were too small for the school. From this came the idea of building a new school for both the Boys' and Girls' Higher Grade Schools, although it was admitted that the need to replace the Paradise Street building was not urgent. By February 1905 it had been discovered that Peterhouse was willing to sell a site of two acres in Melbourne Place with access to Parkside. However a number of influential townspeople appealed to the Board of Education against these proposals, maintaining that the accommodation at Paradise Street was quite adequate for its purpose and that the new school being built in Chesterton (Milton Road) would reduce the demand for places at the Higher Grade Schools. This appeal was not formally disallowed until 1907. By 1908 sketch plans of the new schools were being considered. Then for the next three years there were tussles with the Board of Education over the plans. The Borough Surveyor had produced plans based on the usual type of school building of that time — the "central hall" type. This had a large assembly hall with classrooms opening off it on three or four sides and the contemporary Milton Road and Romsey schools were typical examples of it. The plans for the new Higher Grade Schools involved two halls, but the officials at the Board of Education thought that the whole scheme was too lavish and too expensive. The Cambridge Council defended their proposals, altered their plans, and inspected schools at Croydon on the recommendation of the Board but made little progress until in April 1911 the Borough Surveyor produced a totally new set of plans based on ideas which themselves seemed quite new. This was to have the classrooms arranged along a corridor or verandah in such a way as to provide light and ventilation on opposite sides of each room. The first school of this type had been built in Staffordshire in 1907 and several had been built since then in Derbyshire. In these schools the classrooms had been arranged in long wings, but the limitations of space at Melbourne Place led to the adoption of a courtyard plan so that the open verandah which linked the classrooms formed a sort of cloister. In speculating about

the origins of the courtyard plan — where the Cambridge Borough Surveyor got the idea from — it is interesting to note that the official architect to the Board of Education published a book on school building in 1906 which contained the plans of a school built in Mannheim in 1887. The rooms were arranged around a rectangular courtyard half of which was for the use of the boys' school and half for the girls'. In the middle of one long side was a gymnasium for the use of both schools and in the middle of each short side there were offices for the head teachers. In fact the only major difference between this layout and the one adopted for Melbourne Place was that the Mannheim school was on three floors; that, and the fact that it included four "carcera" or punishment cells.

With some alterations the new plans were accepted by the Board and the buildings were erected by Messrs. Kidman and Sons for an estimated cost of £11,326. The completed buildings contained twenty classrooms in all, designed to hold 820 children. The entrances were placed diagonally at each corner, each school having a staff room and a science room over their entrances. The assembly hall, which could be divided into two by glass partitions, was also intended for use as art rooms. This hall interrupted the cloister on one long side of the building and a large door was placed across it on the opposite side. As the centre grass court was out of bounds the boys and girls of the two schools were effectively denied direct contact with each other. The school was lit by electricity and equipped with "electric gongs" which would "summon the scholars to their studies from the playgrounds". As the boys moved in from Paradise Street in February 1913 they marvelled at the light and air, the corridors, and the smallness of the classrooms after the larger rooms they had been used to.

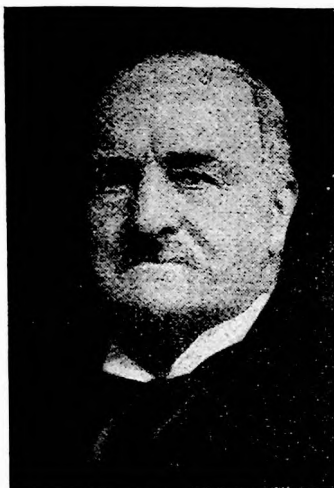
The buildings were formally opened on 3rd March 1913, the Vice-Chancellor, Dr S. A. Davidson, and the Principal of Newnham College, Mrs Sidgwick, performing the ceremony for the boys' and girls' schools respectively. The Mayor enlivened the proceedings with a speech complaining that too much money was being spent on education, that clerks in offices could not read and write properly and that manners were non-existent in those days. He also managed to bring in party politics and religion and ended with the resounding question, "Are your minds set on righteousness, O ye people?" After that the chairman of the Education Committee did the best he could in such a situation by calling the Mayor a humorist.

Over the main porch of the new building was proudly carved the arms of the Borough of Cambridge. This symbolised a change in the official position of the School, for as part of the arrangements for the provision of new buildings, the managers of both the boys' and the girls' schools had agreed to hand them over to the Borough Council. So according to the records of the Board of Education, the Boys' Higher Grade non-provided Church of England School was

closed on February 2nd 1913 and a new Boys' Higher Grade School opened on February 3rd, provided and maintained by the Cambridge Borough Council. But the staff and the boys were the same, and although the managers were henceforth all to be appointed by the Council, many of those who served before 1913 continued to serve afterwards. There was a new headmaster, there were new buildings, there was a new cap badge — the Borough arms again — but in essentials the school was the same one.



The Rev. Edward Tucker Leeke, Fellow of Trinity College, Vicar of St. Andrew the Less 1869-1877.



*John William Hifle,
Headmaster 1885-1899*



*George Westcott Martin,
Headmaster 1913-1933*



*James Dick Livingstone,
Headmaster 1933-1957*



The Headmaster and principal guests in the Library before the official opening ceremony of the present building, 27th April 1959. Left to right, the Headmaster, the Mayor and Mayoress (Ald. and Mrs. L. D. V. Worthington), Councillor C. A. Mole (Chairman of the School Governors), Lady Adrian, Lord Adrian, Ald. G. F. Hickson (Chairman of the City Education Committee).

*This tablet
presented by parents on 9th January 1971
commemorates the one hundredth anniversary
of the founding of this school in Paradise Street
9th January 1871*



At the unveiling of the
centenary tablet,
12th January 1971. Left to
right, the Headmaster,
Mr. G. Elis Jones (Secretary
of the Parent-Teacher
Association), The Mayor
and Mayoress of Cambridge
(Councillor and Mrs. B.
Cooper).

THE FIRST WORLD WAR, BEFORE AND AFTER

CHANGES 1913-14

The School was to see further changes in the period 1913-19. The new headmaster wished to alter a few things and the new buildings necessarily caused other changes in the school organisation — ten classes of no more than 40 boys each instead of eight classes, some of which might number more than 50, for instance. Then the First World War brought about tremendous changes in the life of the School and towards its end came an important Education Act which altered the work, the character and even the name of the School.

Through all these changes there was one stable element — George Westcott Martin. He had come to the School as an assistant master in 1903 at the age of 23, straight from the Borough Road Training College. Like his colleagues he took a degree — in Geography — at the University, but unlike them he stayed on at the School after he had graduated. From the start he had taken the senior boys and for many years he was one of the teachers of the Ex-VII. When Mr Wallis fell ill in 1912 he took charge of the School and was appointed Headmaster on Mr Wallis' death. He made some innovations soon afterwards, but it is plain that he was building on what was already there and that through all the events of the next six years his personality and energy made sure that the character and reputation of the School were changed as little as possible.

Mr Martin was a Cornishman with a great love of his home county. He was a tall gaunt man who yet moved with a dignified and impressive gait. He was dark of hair and complexion and also often wore dark glasses on account of the serious eye trouble which kept him off sick for seven months in 1913 and caused his rejection for military service in 1916.

He was a strict disciplinarian and had frequent recourse to the cane. Late boys were caned each day after morning prayers and the knowing ones made sure that if they were going to be late they would be very late. In this way they would be at the end of the line and the Headmaster's arm would be tiring when he reached them. But Mr Martin sometimes started at the other end. Not that he needed to rely on the cane, for his personality was such that he could usually get what he wanted without using corporal punishment. Moreover his approach to individual boys and his selection of prefects, though sometimes unusual, showed that he was a sure judge of character — especially boys' character. He ruled his staff as firmly as his boys and he was also able to obtain the very active interest and participation in School activities of a committee of managers

consisting almost entirely of heads of colleges and civic dignitaries. But with all this he had a puckish sense of humour and could unbend delightfully at the school camps of the 1920's when the boys were instructed to call him "George". He inspired the lasting affection of the boys, many of whom treasure letters he wrote to them from his early retirement in his native town of Looe. He never married — he lived with his father and sister — and the School was always the centre of his interest and affection.

As the master of the Ex-VII he had already had some influence on the School before he became Headmaster. As Headmaster he made three innovations — the prefects, houses and a full-scale magazine. There were nine prefects, including the Head Prefect. They wore a gold band round their caps, and the Head Prefect had his own special knee hole desk in his classroom. This was the beginning of a strong prefect tradition in the School which lasted until it was extended in 1969. Houses were also established in 1913, named after the street in which the old building stood and the streets surrounding the new building — Paradise, Clarendon, Melbourne and Park. Shields and later cups were provided for football and cricket competitions and Old Boys still remember with pride the houses they were in at school. A new printed magazine, No. 1 of a new series, was issued in December 1912, but the rest of the series seems never to have been issued. However, another No. 1 was published in December 1915, evidently designed to be a termly production as No. 4 of December 1916 has come to light. While the format of all these magazines was different from their cyclostyled predecessors, their contents were very much the same.

After the new Headmaster, the School had its new building and there were teething troubles as it settled in. Sunblinds had to be fitted to the south-facing windows and the heating system was found to be inadequate in some of the rooms. News of this got into the local papers and Mr Martin had to invite parents to visit the School in order to allay fears of excessive cold. Then, by April 1914, the School was so overcrowded that the Headmaster had to refuse admission to some boys.

One reason for this overcrowding was the admission of free place boys from other schools in the borough. This was another result of the Borough Council's taking over the School. 75 places were offered in the boys' and girls' schools in 1913, 18 of them to pupils already in the schools. The others were filled variously by examination and nomination by elementary school teachers and the managers of the Higher Grade Schools. The following year 51 boys and girls were awarded free places and by 1916 a total of 156 boys and girls held these free places. In that year too, extra free places were given to children who had been in the top classes of their elementary schools for more than one year. There was considerable snobbery in the attitude of the fee payers towards the free place boys. It was a point of pride that your parents could afford to pay for you, rather

than that you had won a place on your own merits and by your own efforts. Mr Martin discouraged this attitude and once when he heard a fee payer refer to "those bloody charity boys", he caned him before the whole School. But it was sometimes an advantage to be on good terms with the free place boys as they received their books, paper and pencils free of charge and might be induced to obtain supplies for a fee-paying friend who would otherwise have to pay for his. The parents of these free place boys were usually poorer than those of the fee-payers and some even found it a burden to buy a school cap for 1/6 instead of the 6½d. they would have had to pay for an ordinary boy's cap. We should not exaggerate the difference in the wealth of the parents, for the very poorest people whose sons were offered free places would not take them up because of the incidental expenses and the requirement that such boys should stay on at school beyond the age of 14. And while some snobbery undoubtedly existed among the boys, Mr Martin continued to insist on the same traditions and standards of behaviour for all the boys so that the introduction of these free place boys seems to have made little difference to the School. It is possible, however, that the coming of these boys reduced the impact of the total abolition of fees after 1918.

THE WAR YEARS

In any case the School was hardly the same in 1918 owing to the effects of the war. The Log Book, keeping strictly to school matters, makes no mention of the outbreak of war for nearly a fortnight after the beginning of the September term. Then it records a tour of inspection by three Belgian gentlemen, one of whom told the boys about his experiences during the bombardment of Liège. But if the School had a quiet introduction to the war, it was soon to be greatly affected. On September 28th the Army moved the desks out of the school building and moved itself in — first the Cambridgeshire Regiment of the Territorials and then the Welsh Division. The boys went back to Paradise Street, but by then there were too many boys and too many classes to be accommodated in the old building alone. So one class used the Albert Institute, another Warkworth House and two others the Prospect Sunday School.

Mr Martin's first concern was for fire drill. He was very conscious of the danger of fire in the main Paradise Street building and held frequent fire drills there. The sounding of the alarm was left to the Head Prefect who used his discretion to interrupt lessons his class disliked most. However the frequent practices were worth while as the time taken to clear the building was reduced from 2½ minutes to 48 seconds. Another precaution which was taken in January 1915 was the drafting of rules for conduct during an aerial bombardment — presumably in the expectation of Zeppelin raids. There was also a nightly "Zeppelin Guard" occupying the Melbourne Place buildings in 1915. This seems to have consisted of soldiers.

In October 1914 the first of the masters left to join the army — Mr Nelder took a commission in the Hampshires. He was also the first member of the staff to be killed in action — at Gallipoli in 1915 — and the announcement of his death had a profound effect upon the boys of the School that day. After Mr Nelder other masters left to join the Forces until by 1917 the Headmaster, whose eyesight made him unfit for military service, was the only member of staff left who had been there in 1914. In April of 1915 the first of the women teachers joined the staff — Mrs Denyer, wife of one of the masters. Many other women followed her and did valiant work in the unfamiliar surroundings of a boys' school. By early 1918 there were eight women assistants on a staff of eleven, and in November of the same year Mr Martin and his elderly father were the only men on the staff. Of course there were some disciplinary troubles and one Old Boy can still remember the blush that spread over one woman's face when a boy asked her to explain the irregularities which could be cured by the pills advertised in Old Moore's Almanack. But at least she stood her ground, unlike the poor woman who fled from the room during a scripture lesson after she had accidentally given the wrong Bible reference and started a boy reading one of the more lurid incidents in the life of David. It was not only the women who had trouble with discipline for some of the men teachers had similar difficulties. This was partly due to the rapid turnover of staff throughout the war — in April 1915 the Headmaster rearranged the classes and their masters four times in as many weeks and then gave up noting such changes in the Log Book. At about the same time he stopped adding names to the list of staff in the first volume of the Log Book. It is little wonder that he stopped this when we note three successive entries for October 1917 —

- 22nd October Mr F. E. Benstead took up temporary work today
 He will take class 4
 Mr Benstead received a calling up notice at noon
 today and will not be in school again.
- 24th October The Rev C. T. Wood, Dean of Queens' College, came
 to give assistance today. He will take class 4.
- 25th October Mr Wood ceased work today.

We can only assume that the next day Class 4 were taken by the Headmaster, probably in conjunction with one or two more classes. It often happened that Mr Martin put his head round the door of a classroom, asked the boys how far they had got with the subject on the timetable and, on receiving a misleading answer, set them an exercise they had done before. In January 1918 he enrolled his father as a temporary assistant master and in that capacity Mr Martin Senior served for the next five years — with the nickname of "Camel".

The work of the School inevitably suffered in these circumstances. Handicraft was an early casualty although Mr Le Huray did try to

carry the apparatus round between the four buildings for some weeks. French was not taught after he left and Science suffered from the lack of specialist staff and the shortage of equipment which the contractors could no longer supply. Mr Martin made heroic efforts to keep up standards but it seems that inevitably the pressure of circumstances was too much for him. But if standards slipped they did not slip too far.

Early in 1915 the Army left Melbourne Place and after some delay the schools moved back there in June. There were some reminders of the army's occupation in the staff room where the linoleum and the mantelpiece showed that it had been used as the divisional cobbler's shop. The Army occupation also left the School a legend — of a drunken major chasing a private round the cloisters, firing as he ran. In 1916 the School had an extended summer holiday while the Army again occupied the building — this time as a hospital, perhaps to take the casualties of the Battle of the Somme.

The School Scout Troop was very active during the war. There is no record of the starting of the troop — the 6th Cambridge — but it had been well enough established by February 1910 to be able to provide a choir in uniform to sing the Scout Song at the Annual Entertainment. It had its own honorary title — "the Mayor of Cambridge's Own". Mr Pepper and Mr Dunkerley were early scoutmasters, but the one of whom we know most was Mr Copplestone. The scouts met on Saturday mornings, for wide games, often in the Cherryhinton chalk pit which is now near to the School property. They camped at Houghton in 1910 and at Haslingfield in 1915, when sad to say many of the brave lads were terror stricken by the tale that if an owl hooted someone would die. Before the war the scout troop flourished with its own cricket team and band — led by Jock Freestone. With the outbreak of the war the activities of the scouts intensified. Special red war service badges were awarded for 28 and 100 days service and many scouts earned theirs by acting as orderlies at the First Eastern Hospital which occupied the site off Burrells Walk where the University Library now stands. The scouts also practised their marksmanship at the Old Spring range with Martini rifles. During the war, with the shortage of male staff, Mr Martin became Scoutmaster but when the age of entry to the School was raised to eleven in 1919 he found that new boys were already members of other scout troops and recruiting was becoming difficult. So he closed down the School troop though he long remained personally associated with the Scout movement.

In these years one of the mainstays of the troop had been the contingent of Serbian boys whom the School took in from September 1916 to July 1917. 150 in all came to Cambridge and 26 of these went to the Higher Grade School. They could speak little English but managed to get on with the English boys. One of them wrote in the School magazine of his experience on the nine month journey from Serbia to England through Corfu and France.

All this gave the boys a close contact with the realities of the war. And apart from the disturbances to the normal school routine there were other reminders of the war — visits from masters in service dress, Sam Browne and swords, the news of casualties and of decorations (including one V.C.) and the hymn "How can I serve my country?" written by the Headmaster.

The School war record was impressive. 41 Old Boys and former masters are known to have been killed in action and among the decorations were one posthumous V.C., thirteen Military Crosses and ten Military Medals.

THE POST-WAR YEARS

When the Armistice came in November 1918 the influenza epidemic had closed the School for a month and so the boys took no part in the celebrations as a body. They did however attend a service in Great St. Mary's Church as part of the peace celebrations the following July.

Although the war itself had ended, the return to peace time conditions was very slow. Mr Parker appears to have been the only former member of the staff to return to the School after war service and there were difficulties with staffing for several years after 1918. The School was still often short of staff and as late as 1921 only six of the staff of fourteen were permanent appointments. Miss Howlett continued as a permanent member of staff until 1937 and apart from her the last temporary woman teacher did not leave until 1922. Mr Martin senior left in 1923 and then at last the whole staff was on a permanent basis. Similarly shortage of materials persisted for some time after 1918 and in October 1919 Mr Martin exploded in despair. He sent a letter to all the managers in these terms

"Our situation is hopeless. There are 180 boys without a teacher; some of the teachers we have are totally unsuited to a large school of older boys; and this sort of thing to a greater or lesser degree has been going on for four and a half years. The textbooks ordered in July have not yet arrived; and an order for absolutely indispensable science apparatus is held back by the Education Committee because 'apparatus will cheapen later on'. Mr Trippier threatens resignation because he cannot carry on the science without apparatus — and he is quite right in saying this. Mr. White is applying for government grant and will then leave the school".

This resulted in some improvement in staff and the supply of materials, but there were still some difficulties as these extracts from the Log Book in 1919 show.

Nov. 18 Miss Chapman left. Class 9 is without a teacher — as usual.

New science apparatus has arrived, but some of the most important articles are "to follow". Meanwhile the science master does his best.

Nov. 24 No coke delivered from the Gasworks. The furnace must be let go out tonight as we haven't a teaspoon of fuel.

Mr Parker away — father very seriously ill.

Nov. 25 Fire let out last night. Coke arrived this morning. Temperatures terribly low. Mr Martin (Sen.) away owing to lack of heating (he is 75).

Consequently the headmaster again endeavours to take three separate and distinct classes and to oversee the general work of the school.

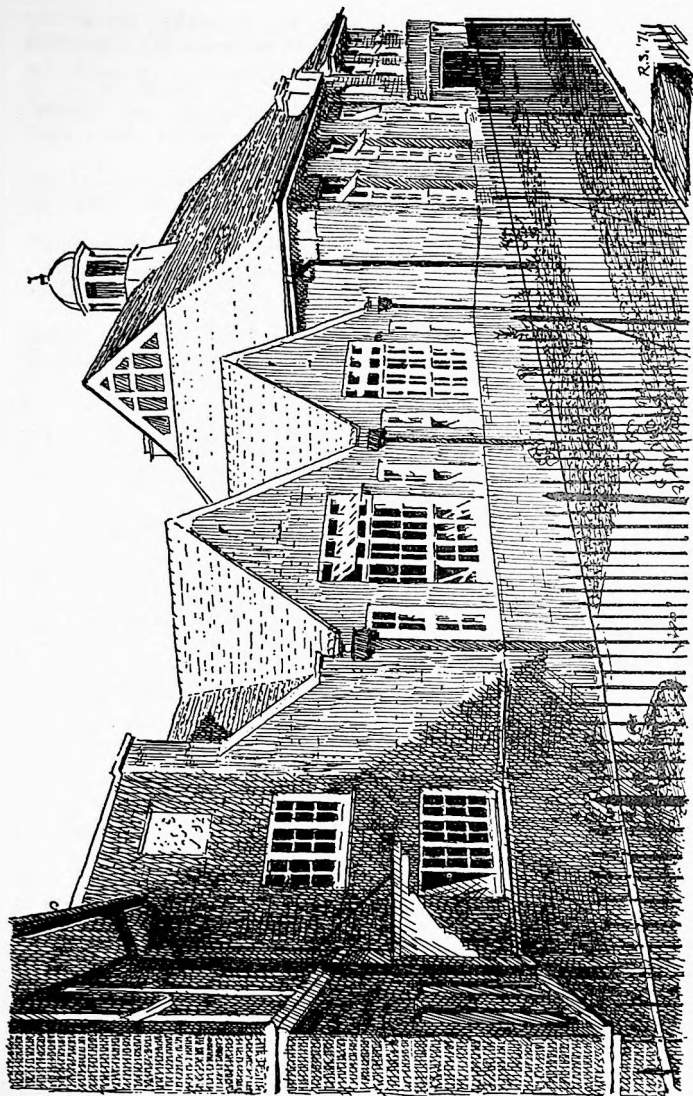
Mr Muscio of the Psychological Lab commenced recording ergographs from some of the top class.

Mr Young and Mr Pollock called and remained about half an hour.

It would be interesting to know what sort of reception Mr Muscio and his ergographs and the two Managers had from the Headmaster on that miserable day.

Meanwhile the School was now changing its function and character. The Education Act of 1918 had made it the duty of local authorities such as the Cambridge Borough Council to establish central schools (or classes) to provide for practical instruction and for "courses of advanced instruction for the older children in attendance at such schools including children who stay . . . beyond the age of 14". The Cambridge Borough Council therefore decided that its two Higher Grade Schools should become central schools, and this entailed other decisions — that the age for transfer to these schools should be 11 years, that admittance should be by a selective examination, and that the time of admittance should be in September each year. The local H.M.I. approved of these decisions and also urged the provision of more cookery instruction for the girls and more manual instruction for the boys. The Act also required the abolition of fees in elementary schools, so that henceforth age and ability would be the only requirement for entry to the School. There would be no smaller boys and no fee payers.

The School opened as a central school in September 1919, taking in 93 boys who had been awarded places on the results of an examination held the previous June. With the normal difficulties of recruiting staff at this time, it was all the more difficult to engage men with the specialist qualifications the School now needed. In November 1919 a candidate for appointment with qualifications in French refused the offer of a post at £150 p.a. and said the salary was inadequate for a man with a wife and family. The Borough Education Committee quickly agreed to give an additional £30 to teachers at the Central Schools with special qualifications and this made it possible to build up an adequate staff over the next few years. So slowly, and a little shakily, the School became a central school, and in February 1920 the name officially changed too. But many people found it difficult to drop the old name, and even official documents shared this confusion for some time.



Melbourne Place

THE CENTRAL SCHOOL IN MELBOURNE PLACE

THE BOYS

The boys who entered the School after 1919 came almost exclusively from the Borough of Cambridge. There were always a few who came in from the surrounding villages but probably never more than 20 at any one time. By 1919 too there were no longer any entrants from private schools. So all the boys had been at one of the council or church schools and had sat an examination in reading, writing and arithmetic (and after 1934 they also took a test of general intelligence). The examination was organised by a board of head teachers and the candidates usually did the written papers in Melbourne Place and were tested in reading by the Headmaster. Not all parents who were offered places for their sons as a result of this examination took them up, and this caused some disquiet to the Education Committee. 60 parents turned down offers of places in 1928 and 34 in 1934. This last number does not include parents of boys who took up free places at the County School, though it may include parents who paid for their sons to go to that or another school. Nevertheless there were still a number who could not afford to send their sons to the Central School or who were unwilling to undertake to keep them at the School for the full four year course — that is for one year beyond the normal leaving age. In 1924 there were fourteen parents who refused places for this latter reason alone. The undertaking they were required to make was reinforced by a penalty clause by which the parent was liable to forfeit £5 if he took his son away from school prematurely. The penalty clause was dropped in 1937 but there were still 29 parents who rejected the offer of places in that year. This would seem to indicate that there was not a complete cross section of the community at the School as the wealthier parents could pay for their sons to go to other schools and some of the poorer boys who might have been at the School did not enter it.

If we can make any statements about the academic ability of pupils they must be very general ones. The Perse and County Schools took some of the boys of high ability, though here again there were parents who would not take up the offer of places at these schools but sent their sons to the Central School instead. The Central Schools' entrance examination was not a perfect means of selection, but did broadly choose those boys who had done well at their previous schools and who might do well at the Central School. So there was a roughly similar standard of ability among the boys at the School. It is interesting to note that when the Borough Education Committee was considering the reorganisation of its schools following the recommendations of the Hadow Committee's report of 1926 on "The Education of the Adolescent", it decided to reduce the numbers

at the two Central Schools from 400 pupils each to 320. This was intended to make them more selective, in accordance with the Hadow recommendation that selective central and secondary schools should together cater for 25% of each year group over the age of eleven. So from 1932 the number of new entrants to the School was reduced from the usual 100+ to 80, forming two classes. This brought the total numbers at the School down from 407 in 1929 to 303 in 1939.

THE COURSE

The new organisation and function of the School did not lead to a great change in the course which it provided. Apart from the usual subjects taught in any school at the time there were French, Science, Art, Metalwork, Woodwork and Commercial Subjects (book-keeping, shorthand and some typewriting). There was some division in the third and fourth years between a course with more emphasis on handicraft and one with more emphasis on commercial subjects. The content of the course was suitably academic and well adapted for boys who were to find jobs in local businesses, industries and service undertakings when they left. Teaching was on traditional lines but not rigidly formal. There were debates in English lessons, lantern lectures by Mr Martin and later the regular use of films in Geography, visits to such places as the Round Church in History lessons, and an increasing use of practical work in Science. In the spring of 1939 two classrooms were wired for wireless loudspeakers and the B.B.C. schools' broadcasts were used in English, Science, French, Geography and History, though war-time conditions later that year meant that this was short-lived.

From 1920 the practice of using class teachers (taking one class in all subjects) was gradually abandoned in favour of specialist teaching. There had always been some specialisation among the staff, chiefly for Science and French. Geography, Music and History were next to be taught by specialist staff, and by 1927 this was usually the rule for all subjects. The following year this practice, and the fact that there were only ten ordinary classrooms for eleven classes, led to another organisational change. It was decided that each teacher should have his own room and that the boys should therefore change rooms for each lesson. "They would", wrote Mr Martin, "percolate through the cloisters talking as they please". The arrangement was tried out with some trepidation but succeeded admirably, much to everyone's relief. Although the boys were now taught by eight or nine different masters in several rooms they were looked after by their class master who was responsible for all class administration and who remained with the same group throughout its school career. This custom contributed much to the excellent relations between masters and boys in this period.

THE BUILDINGS

To some extent the work of the School was affected by the changes in the buildings. In 1919 and 1920 two former army huts were erected in the playground. One was used for metalwork and part of the other for woodwork. The other part was used at first as a boys' club and later as a classroom. Teaching and learning in a classroom which shared a wooden hut with a woodwork shop was very difficult and at one time different classes used the hut on a fortnightly rota. In 1928 some cottages in Melbourne Place were pulled down and the huts were then replaced by a range of permanent buildings which included a woodwork shop, a metalwork shop and an art room. At the same time a house was built for the caretaker. But the art room was not large enough to take one class of 40 boys at a time, so in 1934 a new art room was contrived by knocking two of the classrooms into one. This had been made possible by the reduction in numbers of boys and classes. The former art room was then furnished as a library to take books on loan from the Borough Library and a collection slowly amassed by the School itself. In 1937 a further reduction in numbers allowed the conversion of two more classrooms into a science laboratory, while the old laboratory on the first floor at the south-eastern corner of the building was used for commerce classes. At the same time the Central Schools acquired a gymnasium. The origin of this seems to have been a Board of Education pamphlet of 1936 on the construction of gymnasia which led to the addition of gymnasia to the new Chesterton Senior Schools and to the Coleridge Schools then building. In consequence the head teachers of the Central Schools pressed for similar provision for their own schools and this was granted. Unhappily the only available site for it was within the school courtyard and although there was at first some hope that it could be built across the centre, it had to be placed lengthways so that with its changing rooms for boys and girls it took up almost the whole space. One of the most attractive features of the School buildings thus disappeared, though there was no longer so much grass to be weeded and cleared of stones by "punishment boys".

GAMES

Football and cricket were still played on Parker's Piece and the School had a very good record in the local leagues. The School's Junior teams played in the Cambridge Schools' Senior League and in 1929 won the football shield for the fourth successive time, and also took the Town Cup. There were other years when the School won the football shield or the cricket shield, or both. The School senior teams played some adult sides and also schools at Ely, Soham, Royston and Newmarket. The matches of the year, however, were those with the Oxford Central School, when each team member took his opposite number home for lunch before the game. But

perhaps the football highlight of these years came in 1930 when W. L. W. Flack played for the England schoolboys against Scotland.

Swimming also bulked large among the physical activities at this time. Mr Martin did not see any reason why a boy could not learn to swim. So on most summer afternoons parties of boys and masters cycled off to Sheeps Green after school for swimming lessons, and it was a firm rule that no boy could become a prefect or a member of any other school team unless he could swim.

In 1919 the School had its first Sports Day — on the Emmanuel College ground. This had originally been planned for July to be linked with the Peace celebrations, but torrential rain had caused its postponement to September. The House Challenge Cup was bought from the 6d. per boy given to the School by the Town Council to commemorate the Peace. This was decided by an overwhelming vote of the boys themselves, rejecting the alternatives of a celebratory tea or individual sports prizes. The Sports were later held on the last Thursday in June and enjoyed an enviable reputation for fine weather. The photographs which survive from the period 1920-1922 show several of the competitors wearing their normal shirts and short trousers while some small boys still dutifully wore their caps for the three-legged race. But then even some members of the second football eleven wore ordinary boots if their team photographs are any guide. And at that time too the only changing the boys did for P.T. in the playground was the removal of their jackets.

CLUBS AND CAMPS

In 1920 a regular series of club meetings began. Every night of the week, including Saturday, two or more clubs met at 6.30 p.m. Naturally the different clubs flourished or languished according to the interests of different members of staff and the varying enthusiasms of the boys, but among the longest lived were clubs for boxing, Ping Pong (renamed Table Tennis in 1939), badminton, art, photography, chess, dramatics, orchestra and First Aid. This club activity was of great benefit to the boys before the days of Youth Clubs, and the success of these School clubs in interesting so many boys is a great tribute to the staff who ran them.

The Dramatic Club usually put on an annual concert of three or four one-act plays. These often included one item specially written for the occasion and in the 1930's there was also a home-produced pantomime. The programmes also included items of popular music played by a small orchestra so that, in all, these productions often involved upwards of one hundred boys. Their audiences were large and enthusiastic and in December of 1938 the players were rewarded with a new "and safer" stage.

A social activity for which the School was remarkable was its series of summer camps. These started with a week-end camp at Lode in May 1919 using equipment presented by the managers. Mr Martin duly recorded in the Log Book the menus and the food

consumed. Nineteen boys disposed of 2½lbs. of stewing steak, 8lbs. of jam, 18lbs. of potatoes, 18 loaves of bread, 18 oxo cubes and 1 cwt. of coal amongst other things. A fortnight later another week-end camp was held at Coton and with this experience behind him, Mr Martin took 40 boys for a fortnight's camp at Holme near Hunstanton. Thereafter a summer camp was held each year until 1939 and again from 1951 to 1968. After the first two at Hunstanton, camps were held in such places as Llandudno, Penmaenmawr, Paignton and Weymouth. One was held at Aberdour in Scotland and several were held at Looe — the last in 1935 when Mr Martin was living there in retirement and received them with delight. After 1951 most of the camps were at Devil's Bridge or Newport, Isle of Wight. For those boys who went to a camp it remains one of the most vivid memories of their schooldays and undoubtedly the camps that made the most impression were those held at Bruges in 1926 and 1927. The tents were pitched in the Port area and the boys took their meals — very substantial ones — at the Hotel St. Amand in the Grande Place, run by M. Houdmont. As was usual at all the school camps a great deal of time was spent in making excursions to places of interest within striking distance. In Belgium the excursion which most boys found the most interesting was that to Ypres and the battlefields. In 1926 the boys visited the Menin Gate the day after it had been opened by the King of the Belgians and in both years the boys were astounded by the huge number of wartime relics which were still being dug up by the farmers.

The camps were very well organised. They usually lasted three weeks and the whole party numbered between 50 and 100, some only staying half the time. Some Old Boys and former members of the staff sometimes joined the party, and the camp was run by the Headmaster and three or four masters. The boys usually made their payments by weekly sums paid into a camp bank. Poorer boys were taken free but were given their money to pay into the bank so that no one else would know that they were being helped by the School. Additional money for this and other purposes was raised by concerts, whist drives and boxing tournaments, and the Borough Council also made a grant. Each boy was given several sheets of information about the journey, the camp and the excursions, which Mr Martin himself had made up into a book. After his time the boys put together their own books and decorated and illustrated them. The Belgian camps were also followed by the production of four volumes of typewritten records by several of the boys. In spite of living under canvas — and cooking for themselves — the campers had an astonishingly good record of freedom from illness and accident. Discipline was easy with the exception of orderly duty and lights out, and these camps, which were quite a pioneering venture in their time, did much to break down the usual barriers between masters and boys. In addition the boys had the very valuable experience of living away from home in a community of their equals. For some the camp was

a holiday which otherwise they would not have had, and some of those who also had a family holiday still preferred the school camp.

In 1925 a new magazine — the "Centralian" — was produced and two issues a year were published until 1940. These contained the usual reports of games and clubs but more than half of each magazine was taken up by original contributions by the boys, some accounts of trips and excursions, a few verses and a number of short stories, usually adventure stories.

SCHOOL LIFE

Prefects still played a major part in school life. From 1922 they had their own room, just off the hall, for which they made their own Jacobean style furniture. The room was also hung with photographs and brass shields recording each Head Prefect. Much of the ordinary supervision of the School devolved on the prefects, and the Head Prefects were important people. Some of them received valuable presentations when they left school. Mr Martin did try to institute an annual tea (he was a great giver of teas) for prefects and past prefects in 1919, but this did not prosper.

Just outside the School gates was Parker's Piece, which played an important part in the life of the School. Not only was it used for games of cricket and football but also for early morning athletic training. Three-hole marbles was now played in the bare patches round the seats, and snowball fights with the Perse School took place across it. There was also some sporadic fighting with paper boys waiting near the end of Park Terrace for their evening deliveries. In the playground "badger" (or "high cockalorum") was a favourite pastime until it was banned after one player had suffered a broken arm.

Contact with the girls in the other half of the building was still largely limited to furtive meetings in Mud Lane nearby. After a General Inspection in 1938 the Inspectors recommended more joint activities and the removal of the large green door which blocked the corridor which was common to both schools. This last proposal earned a marginal note "Certainly not!" in the managers' minute book and little was done about joint activities until in 1948 the senior Christmas parties of both schools were combined into one. Before this occasion Mr Livingstone gave his fourth and fifth form boys a week's intensive course in ballroom dancing so that when the time came the girls did not lack male partners though they were well chaperoned by their own teachers. It all went so well that the joint social became an annual event for some years. One earlier occasion for co-operation with the girls' school had been noted in the Log Book by Mr Martin thirty years before this:

"9th May, 1919 The Girls' May Day celebration was held to-day. Acting under menaces from the staff of the Girls' School, I consented under protest to the May Queen going to each classroom and proclaiming half holiday."

STAFF AND MANAGERS

Mr Martin was forced by ill-health to retire at a comparatively early age in 1933. He moved to his old home at Looe where he was always delighted to receive visits from Old Boys and from where he conducted an extensive and humorous correspondence with other Old Boys. Many of them have a vivid memory of the 1935 dinner of the Old Boys' Association when a special telephone connection was made from Looe to the Dorothy Café so that Mr Martin could "speak" to the assembly. On that occasion he said "Many of you listening to me now will not hear my voice again", and he was right. He died in March 1936.

The next Headmaster was James Dick Livingstone who was to hold that office until 1957, longer than any other Headmaster and covering nearly a quarter of the School's history to date. Born in Scotland, he was brought up in the Devon countryside. He started work as an untrained teacher on the Isle of Wight and then served in the Royal Marines on the Western Front during the First World War. After two years of teacher training at Exeter he was appointed to the School as assistant master in 1921. He took his degree in Geography at the University while he was teaching. He played a very full part in school life, attending all the school camps and starting a very flourishing boxing club. He became Second Master in 1927 and then went to Maidstone as Headmaster of the South Borough Central School there in 1931. In November 1933 at the age of 39 he succeeded Mr Martin as Headmaster of this School.

He gave himself tirelessly to the School and did much to improve and increase its buildings and equipment and eventually its status. A good organiser, his first consideration was the boys and he was rewarded by their respect and affection. He gave a great deal of his time to placing senior boys in jobs and helping his former pupils with their problems. Perhaps less of a personality than Mr Martin, he set himself to uphold the same standards and he succeeded in keeping the friendly character of the School and its reputation in the town for turning out hard-working, reliable trustworthy boys. Mr Livingstone was also active in town affairs, playing a considerable part in the Accident Prevention Council, the City of Cambridge Squadron of the A.T.C., and the West Country Association.

It is not invidious to link with Mr Livingstone two other West Country men who trained at Exeter and who gave long service to the School. Mr D. B. Annely served the School longer than any other member of staff to date, from 1922 to 1962, ending as Senior Geography Master. He is currently President of the Old Grammarians. Mr Ralph Brown took up his duties at the School in 1927, became Second Master in 1931 and served in that capacity until he retired in 1964.

There were three other instances of long service in the period before 1939. Mr Durnford, a Fellow of King's College, became a manager of the School in 1901 and Correspondent (or Secretary) later

that year. He remained as Correspondent until his death in 1926, being then Sir Walter Durnford, Provost of King's College. He took an intense interest in the School and was a familiar figure to the boys who knew him as "Judy"—a nickname which he had inherited from an uncle who, like him, had been a master at Eton. During the same period Alderman P. H. Young was Chairman of the Managers. He had joined the Managers as one of the Borough representatives in 1902 and was then elected Chairman, a position he retained until his death in 1929. Mr J. H. Bullock saw even longer service as a Manager. He joined the committee in 1890 and succeeded Sir Walter Durnford as Correspondent in 1926, a position he held until ill-health compelled him to give it up at the age of eighty in 1942.

These years between the wars remain in the memory of those who were at the School as golden years. The masters remember that they and their colleagues were a band of personal friends and the boys look back to their schooldays with nostalgic affection. It seems that the masters and boys knew each other well and were united in a bond of friendly respect, perhaps summed up by the boy at camp who attracted a master's attention with the enthusiastic cry of "Cor, Sir, mate" Mr Livingstone ran the School very much as Mr Martin had done and there were few changes, from within or without, to disturb the even tenor of school life.

THE SECOND WORLD WAR

The Second World War broke into the settled pattern of life and work in the Central School but it did not bring so much change as had the First World War. The School shared its buildings for a time but it did not lose them, and the staffing difficulties, though real, were not so severe. Even the attendant Education Act, though it ultimately brought the biggest changes of all to the School, had very little immediate impact on its character and situation. So the School in 1950 was not very different in essentials from the School in 1939.

Unlike its predecessor, the Second World War cast its shadow before it. As early as June 1938 the School Managers met to discuss air raid precautions. Then during the Munich crisis the following September the teachers of Cambridge were employed in assembling gas masks and the School was closed for two days so that the building could be used as a depot for fitting them.

The first impact of the war itself one year later was the reception of evacuees. Once again the teachers were used as officials and the schools were used as depots. Mr Livingstone was in charge of the party at the station and for six days was responsible for the immediate reception of trainloads of mothers and children, 800 at a time. Mr Ralph Brown was in charge of the School, which acted as a clearing house for its own area and was manned by teachers and WVS

volunteers. In all, Cambridge received about 7,000 evacuees, though some of them started to return to London within a week of their arrival.

As a result of all this activity and the need to place evacuee children in local schools the term started a fortnight late. The Boys' and Girls' Central Schools became hosts to 76 boys and 86 girls of the Downhills Central School, Tottenham, with their Headmaster and some of their teachers. They were accommodated in the hall and in vacant classrooms and later the Tottenham Council sent down some school equipment for them. The first term was a difficult one but many of the evacuees who went home for Christmas did not return to Cambridge. The situation was also eased by the sharp decline in the number of boys staying at school for the full fourth year owing to the increased demands of the labour market as men went off to the Forces. As more evacuees moved back to London the numbers at the School declined so that in September 1940 there were only 19 boys left and these were absorbed into the normal classes. The last official evacuee left the School in the spring of 1944.

Air raid precautions also had an early impact. The boys and the staff were ordered to carry their gas masks everywhere they went, though absence of gas attacks led to these regulations being ignored and later relaxed in December 1939. The drill on the sounding of an air raid alert was practised several times and put into force in reality on a number of occasions. At first this procedure involved sending home more than 100 boys and collecting the remainder in small groups in the classrooms. Then shelters were built for the School in the garden of the old clinic in Parkside, approached from Mud Lane. These were ready for use in June 1940, but on the first practice dispersal the lights fused as soon as they were switched on. The shelters had to be used on relatively few occasions during school time and rarely after 1940. Night raids had some effect on the School. The first bomb to fall on Cambridge killed an Old Boy and left many of the pupils very tired at school next day — though 24 of them had slept through the raid. On another occasion 107 boys were absent after a raid the night before, though such occurrences were rare. Meanwhile the School received three tins of sweets for consumption by the boys while they were in the shelters — "in case of necessity".

Of the twelve assistant masters on the staff in 1939, six served in the Forces, but while there were some difficulties about finding replacements at times, the position was never as difficult as it had been during the First World War. At times the Headmaster found himself teaching a full timetable, but classes were rarely without teachers for long and staff changes were relatively infrequent. Once again the boys had women teachers, but at no time were there more than four on the staff and most of them were capable teachers

fresh from training college. With some rearrangement it was possible to continue specialist teaching so that the main work of the School did not suffer unduly.

The non-academic activities of the School suffered more. The blackout closed down most of the clubs and the dramatic performances and boxing tournaments. The fact that most of the teachers had spare time responsibilities in connection with the war effort also meant that they had less time for the School activities. The "Centralian" ceased publication in 1940. There were no more summer camps, though Mr Parker and Mr Annely did manage to organise some week-end camps at Hemingford Grey in 1940. In that year too the School Sports were held on the Chesterton Senior Schools ground in order to be near their air raid shelters, and in later years they were held on Parker's Piece. But otherwise games and athletics continued with little curtailment.

There were additional activities which perhaps made up for some of the losses. In 1940 the summer holiday was cut to two weeks, though 40 boys went on a harvest camp at Melbourn during part of the extra term time. In the summer of 1941 the Council kept the schools open for those children whose parents wanted them to attend, but though the Headmaster expected 35 boys, no more than 20 turned up and with declining numbers the experiment ended before its due time. The boys helped the war effort by collecting waste paper, cultivating a garden at the corner of East Road, and doing work for Pye Radio in the metalwork shop after school and on Saturday morning. In 1942 two platoons of the Army Cadet Force were formed in the School under members of staff and other boys joined the town Air Training Corps of which the Headmaster was an officer. Yet others were members of a most active group of St. John Ambulance Cadets.

There was even some increase in the amenities offered to the boys. School meals were provided — at first for those boys who lived a long way out. The Ministry of Information sent round film shows to the schools and there were lectures from time to time by serving officers in connection with National Savings efforts. In the later years of the war the Arts Theatre Trust sponsored a number of plays and concerts for the schools of Cambridge. The school buildings were used for an evening youth club from 1941, though this had no connection with the School itself.

After 1941, the School seemed to settle into a wartime routine. There were some shortages of equipment and some restrictions on the teaching, but the hard-worked staff still provided a good education for the boys. There was some break in the routine in the summer holiday of 1944 when the school building, manned by teachers from the town, was used as a rest centre for people bombed out of their homes in London by the V1 flying bombs.

Meanwhile a large number of Old Boys were on active service. The school staff were particularly saddened by the fall of Singapore in

1942 which brought the death or imprisonment of many of their former pupils in the Cambridgeshire Regiment. Once again the war record of the School was an impressive one and a very suitable tablet and memorial book were later dedicated to the memory of the 84 Old Boys who lost their lives during the war. Both of these were removed to the foyer of the new building in Queen Edith's Way.

FROM CENTRAL TO GRAMMAR

The coming of peace did not bring great changes to the School. There were still some difficulties with staffing, but all the masters on active service returned within a year. There were a number of staff changes during the next five years but it is interesting to note that of the fourteen assistant masters on the staff in September 1950, eleven completed their teaching careers while still at the School, or are still on the staff. For a time the School course continued as before and out-of-school activities resumed, though somewhat diminished. There were fewer clubs and those there were met directly after school. The very popular dramatic shows returned, but the "Centralian" did not. For some time rationing problems prevented the revival of the summer camps, but in 1951 it was found possible to organise one in a Holiday Fellowship camp at Devil's Bridge, near Aberystwyth. The old tents were by now rotten and neither this camp nor later ones were under canvas. An attempt to use tents for some of the party some years later on the Isle of Wight ended abruptly on the first night when a gale blew down some of the tents and brought down a heavy elm branch near one of them. But otherwise camps were run as before and were as popular as before. They usually alternated between Devil's Bridge and the Isle of Wight until other holiday activities made them superfluous and they were not continued after 1968.

School meals were now a permanent feature of school life — at first at New Street and then in a new dining centre built on the site of the shelters in Mud Lane. On the same site a prefabricated building housed a technical drawing room and an art room from 1949. Meanwhile Mud Lane continued to live up to its name while the Borough Council wrestled for some years with the problems of its ownership and of providing a permanent surface for it. In the post-war years too the old dog-leg entrance to the playground from Parkside was finally straightened out.

Gradually the effects of the 1944 Education Act began to make themselves felt. Cambridge Borough Council had previously been a "Part III" authority for education, able only to provide elementary education. Such authorities were now abolished, but the Borough was able to claim the status of Excepted District under the Local Education Authority, the County Council. This meant that while it was subject to some control by the County Council, it was able to provide all types of education, including secondary. Furthermore, the old distinction between secondary and elementary education which

had restricted the School in the education which it could provide was abolished and all education over the age of eleven was classed as secondary. So the way was now open for the development of the School as a secondary school, but as what type of secondary school still had to be decided. The 1944 Act had not laid down any specific categories for secondary schools, but in 1945 educational thinking and Ministry of Education advice in such pamphlets as "The Nation's Schools — Their Plan and Purpose" envisaged three categories, grammar, technical and modern. It seemed that the Central Schools could best be developed as secondary technical schools, and this was accordingly provided for in the County's development plan for education.

The Education Act also required the raising of the school leaving age to 15 and this was implemented in 1947. As a consequence of this it was decided that the Central School course should henceforth be a five-year one, so from 1950 the annual intake of boys was reduced from 70+ to 60 in order to keep the total numbers at the School approximately the same. With these developments in view the Headmaster and the teaching staff pressed the Council for permission to enter the boys for the General Certificate of Education. After an initial refusal, permission was granted and in 1949 a group of boys embarked on an 'O' Level course. In 1951 13 candidates sat the examination and gained an average of three passes each. There were nine candidates the following year, 21 in 1953 and 42 in 1954. Those boys who did not attempt the G.C.E. examination were entered for the examinations of the Royal Society of Arts and the Union of Educational Institutes.

By this time the development plan proposals had been implemented and in January 1953 the School's name was officially changed to the "Technical Central School". According to the Headmaster this would mean "no fundamental change in the character of the School but rather a reorganisation and expansion of its work". There was no longer a separate Central Schools examination for children at eleven and boys were admitted to the School on their results in the Secondary Schools Entrance Examination, or "eleven-plus". It was hoped that parents of successful candidates whose interests were likely to be more technical than academic would choose to send them to the Technical Central School rather than to a grammar school. It was expected that new buildings to be erected in the future would allow the development of sixth form courses, but until that time boys wishing to continue their education beyond the age of sixteen would transfer to the Technical College or to the High School, as in fact some of them did.

There seems to have been little change in the School itself as a result of this new name and function. In any case before the name was officially approved the City and County Councils had started discussing plans which were to change the character of the School still further. The growing population of the area and the sharp rise

in the birth rate in the years immediately following the war led to a considerable increase in the school population in the 1950's. If the proportion of children selected for grammar schools was to remain the same there was clearly a need for an increase in the number of grammar school places to be made available. One solution to this problem which was discussed was to increase the size of the High Schools from about 650 to about 800. The governing bodies of the High Schools viewed this proposal with much misgiving and at the same time the Cambridge Committee for Education proposed that the Central Schools should each take a "grammar stream". This would mean that one of the classes in each year would be doing grammar school work. It would fit in with the Committee's plan to increase the size of both Central Schools and erect new buildings for one of them, leaving the other in occupation of the whole of the Melbourne Place buildings. The City's proposals were accepted and in September 1954 30 of the 60 boys admitted were from those who had been selected for grammar school education on the results of the "eleven-plus" examination. In consequence of this the official name of the School was changed to the "Central (Grammar and Technical) School".

Within six months the authorities had discovered that their provision of grammar school places would still be inadequate in the later 1950's. So both the City and County authorities came rapidly to the conclusion that the Central Schools should become full grammar schools and that the new building which was planned should be designed accordingly. At first it was thought that the building should be for the girls' school, but by April of 1955 the board of governors which served both schools had decided that the boys should have it.

As part of the preparation for these changes the School took in a full grammar school entry of 60 boys from both the City and the County areas in September 1956. At the same time came the third change of name — to the "Central (Grammar) School". Then in February 1957 Mr Livingstone offered his resignation to the Governors so that his successor could plan the move to the new buildings and the future development of the School. He actually retired in July 1957, receiving presentations from the boys, the staff and the Old Boys which amply demonstrated their great appreciation of all he had done for the School and for individual boys. It was characteristic of him that he should spend a week at the School camp before finally laying down his responsibilities. He was succeeded by Mr E. D. Scarisbrick, the present Headmaster.

By this time the new building was in the course of construction. The Ministry of Education had approved its inclusion in the 1956/7 estimates and discussions about the most suitable type of building went on from the middle of 1955. It was decided to build on the intergrid system developed by Messrs Gilbert Ash in association with the Development Group of the Architects and Building Branch of

the Ministry of Education. After official visits to similar school buildings in Coventry and Worthing the City Surveyor's Department drew up the plans and Messrs Gilbert Ash were awarded the contract. The intergrid system used pre-cast, pre-stressed and post-stressed concrete structural frame components and had the advantages of economy and speed of construction. The flat roofed building was faced with a variety of concrete aggregates and with timber panels of meranti. It was designed for 540 boys including a sixth form of 90. The main three storey block contained the library and classrooms and a two storey block to the north included the entrance foyer, staff and administrative accommodation and further classrooms. Single storey wings to the east and west contained five science laboratories and five practical rooms respectively, and a further wing to the south contained the combined assembly and dining halls, the gymnasium and the music room. The playing fields on the sloping site to the south of the building were big enough to take three football pitches and a cricket square. The total cost of the building was £222,000 (almost twenty times that of the Melbourne Place building 45 years earlier). The builders started work on the site in November 1956 and finished the building in April 1958, three weeks ahead of contract date and in time for the School to start the summer term in its new home.

Now all that remained was to find a new name, but this proved to be the biggest problem of all. There was no name which would please the County and the City authorities, the Governors, the School and the Old Boys. Many suggestions were made, some in obvious desperation, but the School has settled down with the provisional name allotted to it in 1958, "The Grammar School for Boys". This was its fourth official change of name in less than six years, but it is probable that most of the boys and the public were unaware of these changes and continued to talk about the Central School until the move and the change of function made it easy to get used to "the Grammar School".

THE GRAMMAR SCHOOL IN QUEEN EDITH'S WAY

THE GROWTH OF NUMBERS

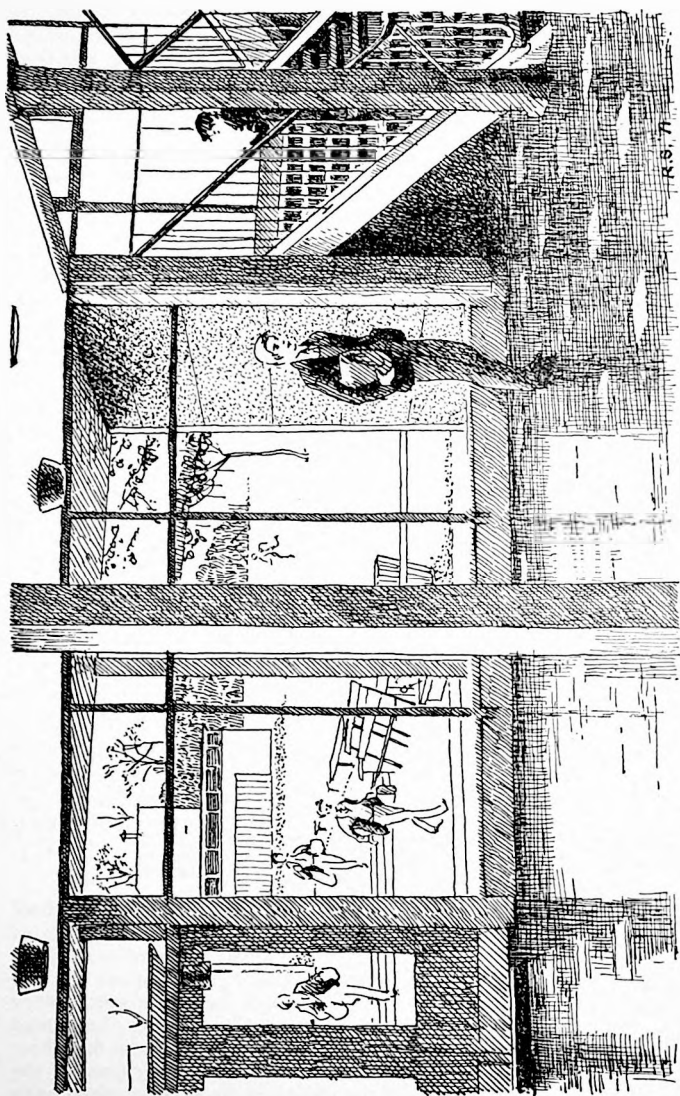
When the School moved into its new building it consisted of 320 boys and a staff of 15 assistant masters. The following September a number of boys who had been in the "Grammar Stream" of Sawston Village College transferred to the School and the School's own first year intake was increased to 90 boys so that the total numbers rose to about 450. At the same time the staff increased to 24.

The natural growth of numbers consequent on the larger intake and the development of the Sixth Form led to a total of 580 boys in 1963 — 40 more than the School was designed to hold. At this time the Sixth Form, which had started with twelve boys in 1958, numbered 80. But since then the Sixth Form numbers have shown a remarkable increase — 30 more in 1959 and finally nearly 190 in the autumn of 1970. This increase has been due in part to the national trend for increased Sixth Form numbers and in part to boys moving directly into the Sixth Form from the Cambridge Secondary Modern Schools and the Cambridgeshire Village Colleges. All secondary schools in Cambridge were allowed to develop 'O' Level courses in 1959 and in 1963 two boys entered the Sixth Form from other local schools, one from Chesterton School and one from Sawston Village College. Here again the numbers have grown rapidly so that in 1969 thirty boys entered the Sixth Form from other schools. These Sixth Form developments have resulted in total School numbers of 670 in 1970 and in a staff of 38 full-time assistant masters and five part-time teachers.

That this considerable expansion of the staff and all the readjustments that went with it took place smoothly and amicably is a tribute to the great goodwill and concern for the well-being of the School shown by the existing teachers and the newcomers. It was due to them and the new Headmaster that so much of the character of the School was preserved in a period of rapid change.

ACADEMIC COURSES

Once the School had become a fully-fledged grammar school there was a consequent development in the course of studies. Perhaps the first big change came when "Science" became Chemistry, Physics and Biology. This was quickly followed by the addition to the curriculum of German and Latin, and in 1964 Economics and Geology were added to the Sixth Form courses. A boy entering the School at the age of eleven now follows a general course for the first three years. For the next two years, when he will be working towards the 'O' Level examination, he has the choice of six major courses with



The Foyer, Queen Edith's Way

a number of other individual variations. Then since 1968 school numbers and staffing have permitted the choice of 49 different combinations of 'A' Level subjects in the Sixth Form apart from the individual arrangements made for Art, Music, Metalwork and Woodwork.

These developments have been reflected in the entries for external examinations. Over 90 boys sat the 'O' Level examination in 1963 and in that year 60 of them gained five or more subject passes. Similarly the 'A' Level entries have increased (from one in 1959) so that in 1965 there were 120 subject passes, nearly one-third at Grade 'A'. Naturally too an increasing number of boys now leave the Sixth Form to go direct to higher education. In 1960 one boy did so and in 1966 53 boys left to go to universities, colleges of technology and colleges of education.

Not only have there been changes in the subjects taught but there have also been changes in teaching methods. The School was among the first to undertake the Nuffield Courses in Physics, Chemistry and Biology with their radically different methods of science teaching. Similarly "new mathematics" (using the School Mathematics Project) was adopted and the upper forms have also begun computer work, first with an Olivetti desk computer and then with the more sophisticated I.B.M. experimental teaching computer. French and German are now taught by audio-visual methods and an increasing use of visual aids and tape-recordings is made in other subjects.

PHYSICAL EDUCATION

In physical education too there have been considerable changes. The original site of 14 acres allowed for three football pitches and a cricket square, and a jumping pit and three hard tennis courts were provided near the gymnasium. In April 1959 the Parent-Teacher Association decided to undertake the building of a swimming pool for the School. During the next two years they successfully raised the necessary £2,000, and the pool, measuring 75 feet by 25 feet, was built by the voluntary labour of parents, Old Boys and staff. This great co-operative effort gave the School a most valuable teaching and recreational amenity and also brought to it a great body of outside support at a crucial time in its history. A further extension of the playing fields in 1964 provided two more football pitches and a cricket square. In 1967 four acres of the neighbouring chalk pit were acquired and may eventually provide more tennis courts and a running track. Then in 1969 the field running up to the top of Lime Kiln Hill was leased to provide additional training space. A further parental effort, individual this time, provided 170 trees to enable this third addition to be pleasingly landscaped. With all these facilities it was possible to expand considerably the range of activities in physical education. Rugby took its place beside association football as a winter game and after some years the School was able to meet

all major Rugby-playing schools in the area on equal terms. In 1967 five members of the School were selected for the Eastern Counties XV. And despite some forebodings football itself has not suffered. The First XI was able to get as far as the semi-final of the English Schools Individual Cup competition in 1969 and the quarter-final in 1971. Athletics and swimming are taught more intensively and methodically with the facilities available so that the standard of competition inside the School has improved and outside fixtures can be undertaken with success. The position of the School encouraged the development of cross-country running and the enthusiasm of individual members of staff has led to some outstanding seasons of badminton and basketball. Rowing has also started, at first under the wing of the Old Grammarians and latterly in affiliation to the City Rowing Club. Two boats have won their oars in the City Bumping Races. With these and other successes in all games and sports, the routine physical education for all boys has also been greatly developed. The fifth and sixth forms are currently offered a wide choice of activities for their games afternoons. Besides those already mentioned there are tennis, judo, golf, fencing, weight training, table tennis, driving and life-saving.

OUTSIDE THE CLASSROOM

The musical activities of the School have also expanded during these years. In December 1958 an impressive carol concert gave a foretaste of things to come and was followed by a series of annual choral and orchestral concerts. Often joint efforts by the boys' and girls' schools, these have been notable for a high standard of performance in ambitiously chosen programmes ranging from Haydn's "Creation" to the third world performance of a new choral work by Britten. Musical items have always been included in the Speech Days which were revived in 1959, and a notable event occurred in 1965 when the School choir sang the communion services and even-song at Coventry Cathedral one week-end. This wide range of musical achievement stems from both class teaching and the individual tuition in all the instruments of the orchestra by a team of peripatetic teachers. The provision of a permanent stage fully equipped with curtains and lighting encouraged the production of full length plays, starting with "Journey's End" in 1960. And although the productions have included several Shakespearian ones the tradition of boy players for female parts was abandoned with the assistance of the Girls' Grammar School in 1963.

Many clubs have thrived in the School, some rather briefly (such as the one for bell-ringers), many permanently. School camps continued to 1968 and were supplemented and then replaced by a series of Easter holiday geographical trips for the younger boys and by trips abroad for the older ones. Perhaps the most outstanding of these was the geographical expedition to Iceland in the summer

of 1963. In addition to these journeys, travel bursaries awarded by the Henry Morris Trust and the School's P.T.A. have enabled many senior boys to arrange their own individual holidays abroad, as have the reciprocal holiday schemes organised by the School with French and German boys. Another feature of school life is the magazine which started in 1958 and later took the title "The Cambridge Grammarian". It first appeared twice yearly and now appears annually and has a strong editorial board of members of the School.

DAILY LIFE

The daily life of the School has changed too. There are now a large number of boys coming in from the country area, being delivered at the School by special buses from Drummer Street. No longer do the boys line up in the playground at the sound of the bell, though they do continue to move from one room to another for different lessons — not always an easy procedure on the rather narrow main staircases. Break and the dinner hour are enlivened by the tuck shop, opened in a hut on the playground provided by the parents and staffed by senior boys. The dinner hour also finds the library open for the exchange of books and, in summer, the swimming pool is in full use. After school three double decker buses whisk many boys away to catch their service buses in the town, but many other boys stay on for club activities, rehearsals or sports training.

The Library is also in use throughout the day for sixth formers' private study, but in 1967 the increase in the numbers of sixth formers made it necessary to give the Upper Sixth Form its own base for work and recreation in a newly built common room. The larger numbers in the Sixth Form also brought about a change in the prefect system when in 1969 the entire Upper Sixth were given the responsibilities of prefects, organised by their own elected council. The following year the uniform regulations, which had been extended in 1958, were altered to allow the whole Sixth Form more discretion in their choice of dress. Changing customs had already led to the abandonment of the requirement that every boy should wear a school cap, but in the lower school the black blazer still shows the City arms and the tie still displays the school colours of chocolate and Cambridge blue.

THE BUILDINGS

In this period of twelve years the new buildings have undergone several changes. They were formally opened by the Vice-Chancellor, Lord Adrian, on the 27th April, 1959, just as the Melbourne Place buildings had been opened by the then Vice-Chancellor. And, just as with the Melbourne Place buildings, there were teething troubles to be dealt with — one, the need for sun-blinds, the identical trouble.

Once again the lightness and airiness of the buildings made their impression on the boys and staff, but the School was spared the long struggle with a faulty heating system which had been its lot in Melbourne Place.

The increased numbers of boys and the complexity of the Sixth Form courses soon made the size of the buildings inadequate and in 1965 two prefabricated classrooms were built to the south of the main block. This only gave temporary relief so that work soon began close by on another new building which was taken into use in 1967. Designed for eventual use as three laboratories, it was fitted out to provide a laboratory, a teaching and preparation room, a classroom, a large sixth form common room with adjoining prefects' room, and three small teaching rooms. Then in 1970 a new changing room block was built at the eastern end of the swimming pool. There have also been some internal adaptations such as the equipping of one room for use by the developing careers service in the School. But in 1971 there is once again a pressure of numbers on teaching space.

THE GOVERNORS

In all these developments the School has been helped and guided by its Governors. In 1947 a new joint body of Governors was set up for the Boys' and Girls' Schools. It included representatives of the City Council, the County Council and the parents. It is interesting to see that the parental representation on the Governing body which had been the intention in 1871 was finally achieved in 1945. In 1958 separate governing bodies were set up for each School and these now also included representatives of the University. Under the chairmanship of Alderman C. A. Mole and later County Councillor G. M. Macfarlane-Grieve the School's own Governors have taken an abiding interest in its progress and achievements.

THE PARENT TEACHER ASSOCIATION

It seems likely that the necessity to choose a representative on the governing body led to the first regular meetings of the parents, beginning in 1950. In September 1953 the constitution of a Parent Teacher Association was drawn up and approved. This body has proved to be a strong and continuing support for the School and a valuable educational link between the staff and the parents. It has also been the most generous donor of many useful gifts, among them the Tuck Shop, the swimming pool, academic prizes, travel bursaries, musical instruments and equipment for sport and drama.

THE CENTENARY

At the time of the School's Centenary the P.T.A. added to its gifts by offering to the School a handsome commemorative plaque in slate which was fixed to the east wall of the Assembly Hall. It was unveiled by the Mayor of Cambridge at a simple ceremony on

the afternoon of Tuesday, January 12th, 1971. In the evening there was a gathering of old boys, parents and friends to view the plaque and look over a small exhibition of documents and photographs.

Even as the School is celebrating its hundred years of fruitful service to the community in three different guises, plans for a radical reorganisation of Cambridge secondary schools are under discussion. These would bring yet another change of character to the School, but in facing that prospect we cannot do better than remember the concluding words of the Headmaster's report at the Speech Day in 1964,

"Change is in the air, and certainly *this* School would be the last to fear change. Higher Grade School, Central School, Central (Grammar Technical) School, Central Grammar School, *the* Grammar School — these have not all been mere changes of name. This School has never held out against change so long as the change was clearly and demonstrably a change for the better. This is surely what matters

Of the shape which our School will take in the years immediately ahead we are, then, in some doubt. But of the future of this School, come what may, I am in no doubt at all."

OLD BOYS' ORGANISATIONS

The School has been fortunate in the interest in its activities and welfare shown by its Old Boys, who have, at different times, formed three organisations in order to keep in touch with the School and with each other. The first was a cricket club which flourished for seventeen years; the second was a social club which only survived for five years; and the third and most successful is the present Cambridge Old Grammarians.

THE OLD HIGHER GRADE CRICKET CLUB

We can hardly expect an old boys' organisation to be founded in the early years of a school's life and it is not surprising that it was not until 1887 that the Old Boys of this School formed a club. It was called the Old Higher Grade Cricket Club and from the purely formal evidence of its minutes it would seem that the inspiration for its foundation came from Mr Iliffe, himself a keen cricketer. He was the Treasurer of the club until he left Cambridge and during those years was clearly its guiding personality. The first President was a Manager of the School, the Rev R. St. J. Parry.

The Club was formed by a preliminary meeting held on Saturday, 12th March, 1887, a committee meeting held on March 19th and a general meeting of 19 members on March 24th. One of the first decisions had to be the name of the Club. The committee considered "Ibis", "Excelsior" and "Old Higher Grade" but the general meeting chose the last one. Another important decision concerned the club colours. It was decided to adopt the colours of the then defunct St. John's College Lawn Tennis Club — chocolate and blue in stripes. But for some reason not all the members were happy with this choice and endeavoured to alter it at the next general meeting. The matter was not firmly settled in favour of the chocolate and blue until Mr Iliffe used his casting vote to resolve a vote of 3-3 at a poorly attended Annual Meeting in September 1888. It seems that at some later date the School itself also adopted these colours, which are still its official ones.

The Club fielded a cricket team with moderate success until 1894 they won the Cambridgeshire Cricket Association Cup. They then went on to win the cup in the two following years though in 1896 they were accused of sharp practice by the members of the Liberal Cricket Club whom they had defeated in the semi-final. The Old Higher Grade Club had played two Old Boys, G. Watts, the former Surrey wicket keeper, and Dan Hayward, an outstanding bowler, both of whom had previously played for local clubs. That the Club members recognised their debt to these two gentlemen was quite evident, for they made them a special presentation of framed photo-

graphs of the team at the end of the season. In 1895 the Club started a 2nd XI which proved a useful support to the 1st XI which reached the final of the Cambridgeshire Cup in both 1899 and 1900.

After an abortive attempt in 1890 a football club was founded in 1892 with the intention of giving the members of the cricket club a winter game. But there was no formal link between the two clubs and no records of the football club remain, though there is evidence that it survived until 1903. A social club was started in 1898 by C. J. Gray, an active member and former secretary of the Cricket Club. Its announced intentions were to promote quarterly social meetings of Old Boys and to raise money for the structural development of the School — notably the purchase of the Hope Chapel, the ownership of which was at that time vested in a body of friends of the School. No records of the social club's activities remain, but in 1899 it was able to hand over to the School the sum of £47 raised in part by these activities and in part from members' donations.

The Cricket Club held a series of Annual Dinners from 1890 to 1896, usually at the Prince of Wales Hotel. And from 1889 to 1896 the club promoted two or three Penny Popular Concerts a year — so called because the cheapest seats cost only a penny, though the Club depended on selling a number of more expensive seats to cover its costs. There was no intention of making money from these events, though the Club usually started each season with a small adverse balance in its funds. The Club was not the only promoter of these musical concerts which were held in the Guildhall and consisted largely of solo items by local amateurs. On occasions, alas, the proceedings were marred by the misbehaviour of the juvenile section of the audience.

When Mr Wallis became headmaster he naturally supported the Club though the report of his speech at the first A.G.M. he attended reads a little awkwardly. Perhaps it was not tactful for the new headmaster to start by telling the Old Boys how they ought to organise their club. But in spite of the loss of Mr Iliffe the Club continued quite successfully until 1904 when, after entering two teams for the Cambridgeshire Cup competition, it seems to have played no matches and to have come to an abrupt end. It may be coincidence that this was the first year since 1890 that R. Stearn had not captained the 1st XI, but he had been succeeded by A. Bevis who had been a stalwart of the Club for some years.

THE HIGHER GRADE OLD BOYS' CLUB

On 4th March, 1907, Mr Wallis convened a meeting of Old Boys to arrange a dinner. Thirteen Old Boys turned up including Stearn and Bevis. They set up a committee and elected C. J. Gray as secretary in his absence. The dinner was duly held at the Lion Hotel on 24th April, 1907. 65 Old Boys paid 3/6 each but there was a loss of 28/- on the function which the eight committee members nobly

shared among themselves. Undeterred by this setback, the committee continued in being and called a general meeting in December to draw up the rules of a club.

Unhappily it cannot be said that this club flourished. Its highest recorded total of members was 102. It ran a second dinner in 1908 on a date when Mr Iliffe was able to be present but the attendance of members was disappointing. It ran two socials in the Paradise Street building, on both of which it lost money, though it did make money on the five whist drives it sponsored. It arranged three cricket matches between teams of its members in the years 1909, 1910 and 1911, but it ended in 1911 or 1912 with the Treasurer writing to Mr Wallis in some confusion over his accounts and the date of the A.G.M.

THE CAMBRIDGE OLD GRAMMARIANS

(FORMERLY THE HIGHER GRADE AND CENTRAL SCHOOL OLD BOYS' ASSOCIATION)

The First World War naturally prevented any further attempt to form a new Old Boys' organisation but in the autumn of 1920 an "Old Boys' Club" was started and ran a smoking concert and a dinner. Nothing further was then heard of it. On March 31st, 1927, however, a group of Old Boys with the willing assistance of Mr Martin organised a dinner at the Dorothy Cafe. The owner of the Dorothy Cafe, Mr G. P. Hawkins, was an Old Boy of long standing and a Manager of the School. He had always taken a great interest in the School and he presided at the dinner. It may have been this fact or it may have been coincidence which led to the bill for the dinner being exactly equal to the sum raised by the sale of tickets.

On 19th April, 1928, a second dinner took place and in this occasion it was decided to "resuscitate the Old Boys' Association". Officers were elected, including Mr Hawkins as President and Mr Martin and Mr Livingstone as committee members. This set a pattern, since followed, of having the headmaster and at least one member of staff on the committee. A meeting of the committee the following month decided that the name should be "The Higher Grade and Central School Old Boys Association", fixed the subscription at one shilling per year and agreed that "on no account should a departure be made from the time-honoured chocolate and light blue" in the colours. The second committee meeting set up a sports section under Mr Livingstone which arranged for the formation of separate cricket and football sections.

The Association thus begun has flourished ever since, apart from the interruption of the war. Whereas one of its predecessors was predominantly a sporting organisation and the other a social club, the present Association has combined both these functions. It has had to face considerable changes in the needs and interests of its members but it has always adapted its organisation and activities to meet the changing situation.

Undoubtedly the major activity of the Association has been the Annual Dinner, held in the spring. Up to 1940 it was always held in the Dorothy Cafe, two or three distinguished guests from the town were always invited (on one occasion the Borough Dentist) and the proceeding were punctuated by items of entertainment. It was usual to have between 80 and 100 members present and in 1931 began the custom of the Headmaster calling the roll of those attending. Undoubtedly the dinner which Old Boys remember best was the one in 1935, mentioned earlier, when special arrangements were made with the Post Office to established a telephone connection with Looe so that George Martin, then in retirement, could respond to the toast of his health.

The committee of the Association also ran a notable series of dances and socials in the 1930's. A regular and profitable Boxing Night dance was in 1935 replaced by an equally popular New Year's Party and for some years the Association had its own Flannel Dance in May Week. From 1932 the Association ran its own discount trading scheme with businesses in the town, and in 1933 and 1934 it was sufficiently in funds to be able to issue a well got-up Year Book free to all its members.

The cricket section fielded one or two teams each year and in 1935 won the Junior Cup and came second in the Saturday League, while the football section had a record of steady success reaching the Federation final in 1932. In 1937 and 1938 an Old Boys' dramatic section put on programmes of four one-act plays and in 1938 mounted the full-length "Badger's Green". The Association, with up to 400 members, was one of the most enterprising and successful in the town, but the outbreak of the war in 1939 brought its activities to an abrupt end, although it was possible to organise a dinner in 1940.

In March 1946 Mr Livingstone, who had always been a strong supporter of the Association, called a meeting of interested Old Boys to consider its revival. Then a meeting of 90 Old Boys in April formally reconstituted the Association with the same Secretary and the same President, Mr W. S. Thatcher, the Chairman of the Managers and Censor of Fitzwilliam House. By July the Association had 114 members and its cricket section had reached the semi-final of the Junior Cup. And though progress was rather slow for the next year or so, the Association had been launched on its successful post-war career.

Once again the Annual Dinners have been the chief activity of the Association and the committee have recognised this by the careful attention they have always given to their organisation. The committee found however that there was less response to the dances and socials they organised and these were early abandoned with the notable exception of the popular New Year's Party. Even this failed to attract members in sufficient numbers after 1966 but Old Boys have found the annual P.T.A. dance an enjoyable substitute. In the 1950's the committee arranged more informal meetings, often in

a village pub, and also organised visits to London theatres and evening trips up the river Cam. In 1955 the committee began issuing an Association fixture card, but perhaps of even greater value has been the Association Bulletin which was first distributed monthly in 1948. Now three or four times a year it gives news of School and Association activities to members, an increasing number of whom live away from Cambridge.

The cricket section has flourished since it began in 1946, winning the Junior League in 1958 and both the Junior League Challenge Cup and the Federation League shield in 1969. The football section, on the other hand, had only one successful season before the demands of military service deprived it of its best players. In recent years other sections have found themselves affected by the fact that fewer Old Boys stay in Cambridge than formerly. The table tennis section ran from 1949 to 1957, at one time entering two teams in local leagues, and a badminton club which started in 1953 has recently had to suspend activities because of difficulties in arranging a regular meeting night. A rowing club started in 1954 and made four bumps in the City bumping races that year. In fact its first eight was not bumped until 1960. The members then turned to coaching a school crew which also won its oars in its first bumping races. So although the boat club no longer belongs to the Old Boys they can take pride in having started the School itself on a new sport.

Perhaps the high point of the Association's activities since the war came in 1953 with a record attendance at the dinner, a most successful New Year's Party, two other informal social events, two cricket teams and the beginning of table tennis and badminton. But changing times have brought changes to the Association and the members have not been slow to meet them. With remarkable unanimity the members changed the Association's name to "The Cambridge Old Grammarians" in 1962 and far from regretting the School's move to its new building many Old Boys gave willing help with the construction of the swimming pool.

The Old Boys and their association have always paid fitting tributes to past members of the School and the teaching staff. They have made worthy and generous presentations to retiring masters and have erected plaques to the memory of three headmasters. Most notably in 1950 the Association arranged for the erection of an oak plaque to the memory of those Old Boys who were killed in the Second World War and provided a beautifully lettered book in a handsome casket to record their individual names. So from 1952 to 1969 it was the custom for a representative party of Old Boys to join the School in its Remembrance Day Service and to lay a wreath at this memorial. Then in 1970 a separate Memorial Service was held in the evening which enabled many more Old Boys to attend it. The simple service was greatly appreciated by all those who were present and this seems likely to be the pattern for the future.

Today the Association has some 470 members. Its continuing strength and prosperity testify to the gratitude and affection in which members hold the School, but few of them would deny the debt which their Association owes to a core of devoted and hard-working Old Boys. To name them all would be impossible, to mention a few would be invidious, but they themselves know that their reward is in the continuing success of the Cambridge Old Grammarians.

We congratulate the School on achieving its Centenary and trust that it will continue for many years in maintaining the local pride in its unique foundation.



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